

L
PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

MAR 16 1950

JUNIOR COLLEGE JOURNAL

AMERICAN ASSOCIATION
OF JUNIOR COLLEGES

FEBRUARY 1950 • VOL. XX • No. 6

JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES



JAMES W. REYNOLDS, *Editor*

JEAN ELVINS SCOTT, *Associate Editor*

EDITORIAL BOARD

Representing the Six Regional Junior College Organizations

LAWRENCE L. BETHEL
New Haven YMCA Junior College
New Haven, Connecticut

LELAND L. MEDSKER
Wright Junior College
Chicago, Illinois

J. F. MARVIN BUECHEL
Everett Junior College
Everett, Washington

J. PAUL MOHR
Sacramento Junior College
Sacramento, California

J. M. EWING
Copiah-Lincoln Junior College
Wesson, Mississippi

MRS. ORDWAY TEAD
Briarcliff Junior College
Briarcliff Manor, New York

Volume XX

FEBRUARY, 1950

Number 6

ARE BROAD OFFERINGS A WEAKNESS?	<i>Eugene B. Chaffee</i> 315
ANALYSIS OF JUNIOR COLLEGE	
GROWTH	<i>Jesse P. Bogue and Shirley S. Hill</i> 317
STUDENT ACTIVITIES IN A COMMUNITY COLLEGE	<i>William Ransom Wood</i> 327
EXAMINATIONS TO FACILITATE TRANSFER OF JUNIOR	
COLLEGE GRADUATES TO SENIOR COLLEGES .	<i>Max D. Engelhart</i> 332
FORMER STUDENTS EVALUATE MINNESOTA PUBLIC	
JUNIOR COLLEGES	<i>Robert J. Keller</i> 337
RESEARCH PROBLEMS PREFERRED BY JUNIOR	
COLLEGE ADMINISTRATORS	<i>C. C. Colvert and H. F. Bright</i> 350
JUNIOR COLLEGE WORLD	<i>Jesse P. Bogue</i> 355
FROM THE EXECUTIVE SECRETARY'S DESK	<i>Jesse P. Bogue</i> 361
NOTES ON THE AUTHORS	<i>Jean Elvins Scott</i> 365
RECENT WRITINGS	
JUDGING THE NEW BOOKS	<i>L. A. Rutledge</i> 366
SELECTED REFERENCES	<i>H. F. Bright</i> 371

JUNIOR COLLEGE JOURNAL is published monthly from September to May, inclusive. Subscription: \$3.50 a year, 50 cents a copy. Group subscriptions, to faculty of institutions which are members of the American Association of Junior Colleges: \$2.00 a year. Communications regarding editorial matters should be addressed to James W. Reynolds, College of Education, The University of Texas, P.O. Box 1888, Austin 12, Texas. Correspondence regarding advertisements and subscriptions should be addressed to Jesse P. Bogue, executive secretary of the American Association of Junior Colleges, 1201 Nineteenth Street, N.W., Washington 6, D.C. Entered as second-class matter November 22, 1938, at the Post Office at Washington, D.C., under the Act of March 3, 1879. Additional entry at Austin, Texas, August 20, 1949.

[Printed in U. S. A.]

JUNIOR COLLEGE JOURNAL

Volume XX

FEBRUARY, 1950

Number 6

Are Broad Offerings a Weakness?

WE extol the junior college for the breadth of its curricular offerings. That is the vital characteristic which makes it a community college—one that serves all the young people of the community. In our desire to serve the major segment of American youth, forgotten in the past, we at times go too far in trying to be all things to all people. We use a worthy end as an excuse for a poorly conceived program. We create a weakness rather than a strength when programs are attempted beyond the depth of the resources and the demonstrated needs of the community.

It is the writer's contention that the administration and faculty of many colleges are offering more than can efficiently and intellectually be presented—much, in fact, for which there is little demand. Junior colleges, of course, are not unique in this respect. Other types of colleges and universities are making similar mistakes.

One of the essentials in running a junior college as well as a private home or business is living within one's ability to pay. In adding new courses, an institution must be sure that a given program, whether in the terminal or university paral-

lel field, has the resources for more than the down payment, intellectually as well as financially. Can it carry through to fruition a course which is *needed*? Is the money to pursue the course available, and will the student demand prove genuine or a mere "flash in the pan"?

Individuals and special groups in a community may press for the establishing of a given course and offer what appears to be excellent reasons for such a program. The chief attribute, however, may be enthusiasm for the college and for the novel rather than for the satisfaction of a real need. If such a course is offered, the program may find few takers and the community need thus prove to be negligible. This situation is well illustrated by a personal experience.

In 1939, the writer helped establish a vocational forestry course in his community located in a region where lumbering and forestry maintenance were, and still are, important industries. The Supervisor of the National Forest for this region and a representative of the private timber association gave invaluable aid in setting up the vocational forestry program based on established labor needs. Another

junior college with a vocational forestry program was visited, and two months were spent in intensive study before the program was adopted. Care was exercised to secure a teacher with both the educational background and the necessary experience. Such a man was released by the Forest Service to teach and to direct the course. He was a good teacher, possessed real energy and initiative, and not only supervised the training during the nine months in the school year but the summer work in the forest as well. Thus the course had had careful thought prior to its inauguration, was blessed by those who knew most about its need, and was taught by a capable instructor. At no time, however, were there enough students to make continuance of the course feasible although it was offered from 1939 to 1945. Either the potential student wanted a professional forestry course, or he felt he could secure the forest jobs without the training. By all the known rules the course should have been a "natural," but in actual fact it turned out to be a "dud." The demand just did not exist in this particular community, and demand is a necessary prerequisite for broadening curricular offerings in a community college.

Another potential pitfall is too much specialization within a given department. An energetic and outstanding department head wants to see his department satisfy the needs of his outstanding students. If he is the head of the modern language department, he wants to offer a third collegiate year in Spanish literature; if of English, an advanced course in literary criticism; if in biology, a course in microbiology, and so on *ad infinitum*. The temptation is almost irresistible since an instructor desires the satisfaction which comes from helping prize students move forward to goals of advanced study.

If, however, this trend is not resisted, the community college may no longer meet the needs of all its students. Its teachers will soon be spending the major portion of their efforts on the few to the disadvantage of the many. It has gone from a pattern of general education, necessary in our democracy, to one of specialization. Many remain weak, and the few wax strong. When this happens, the boast of serving all the young people of a community becomes idle talk, and the junior college has forgotten its mission—it is no longer the people's college.

EUGENE B. CHAFFEE

Analysis of Junior College Growth

JESSE P. BOGUE

AND

SHIRLEY S. HILL

THE growth of the junior college movement is well known to those who have been students in the field of junior college education. If, however, we may judge by the many inquiries that come to the Washington office of the American Association of Junior Colleges, there are many people who are unfamiliar with the story. It may be of value to these persons, therefore, to include in this analysis of growth some reference to questions which have been asked. The writers realize that the story has been told many times with complete documentation.¹ They beg the indulgence of the readers who know it in the interest of those who do not.

Perhaps Lewis Institute, founded in Chicago in 1896, later merged with Armour Institute of Technology and now the Illinois Institute of Technology, was the first junior college. Decatur Baptist College, Decatur, Texas, was founded in 1891 and gave the first junior college instruction in 1897. This college is still in existence and has celebrated its first half century of history. The first public junior college was organized at Joliet,

Illinois, in 1902 under the leadership of J. Stanley Brown, who was inspired and encouraged by William Rainey Harper, the first president of the University of Chicago. Harper usually is credited with being father of the movement and with the coinage of the name in connection with lower-division instruction and organization of the College of Arts and Sciences of the University of Chicago. It may be said, then, that Decatur Baptist College and Joliet Junior College are the first two junior colleges still in existence, private and public, respectively.

Number of Colleges and Enrollments

The first *Junior College Directory* was compiled and published in 1928. Since that time the annual analysis of growth has usually

¹a. F. M. McDowell, *The Junior College*, United States Bureau of Education Bulletin No. 35, 1919.

b. Leonard V. Koos, *The Junior College Movement* (Boston: Ginn & Co., 1925).

c. Walter Crosby Eells, *The Junior College* (Boston: Houghton Mifflin Co., 1931).

d. Phebe Ward, "Development of the Junior College Movement," *American Junior Colleges*, Chap. II. Edited by Jesse P. Bogue, Washington: American Council on Education, 1948 (second edition).

started with data assembled at that time. The 1949 *Directory* departed from this practice and used figures reaching back to 1900. This plan is continued for 1950. The figures for 1900 are largely estimated, but those for 1915 were compiled by McDowell, and those for 1922 and 1927 by Koos. The following tabulation conveys something of the total picture of the growth of the movement. Figures 1 and 2 portray graphically the

Year	Number of Colleges	Enrollment	Percentage Increase in Enrollment
1900	8	100	
1915	74	2,363	
1922	207	16,031	
1927	325	35,630	
1928	408	50,529	
1929	405	54,438	7.7
1930	429	67,627	24.2
1931	436	74,088	9.6
1932	469	97,631	31.8
1933	493	96,555	- 1.1
1934	514	103,592	7.2
1935	521	107,807	4.1
1936	518	122,311	13.5
1937	528	129,106	5.6
1938	553	136,623	5.8
1939	556	155,588	13.9
1940	575	196,710	26.4
1941	610	236,162	20.1
1942	627	267,406	13.2
1943	624	314,349	17.6
1944	586	325,151	3.4
1945	584	249,788	-23.2
1946	591	251,290	0.6
1947	648	294,475	17.2
1948	663	455,048	54.5
1949	651	500,536	10.1
1950	648	465,815	- 6.9

growth of institutions and enrollments respectively. Students who may be interested in tracing his-

torical roots of the movement for the latter part of the nineteenth century and the larger development since the beginning of the twentieth century may do so by consulting the sources before mentioned.

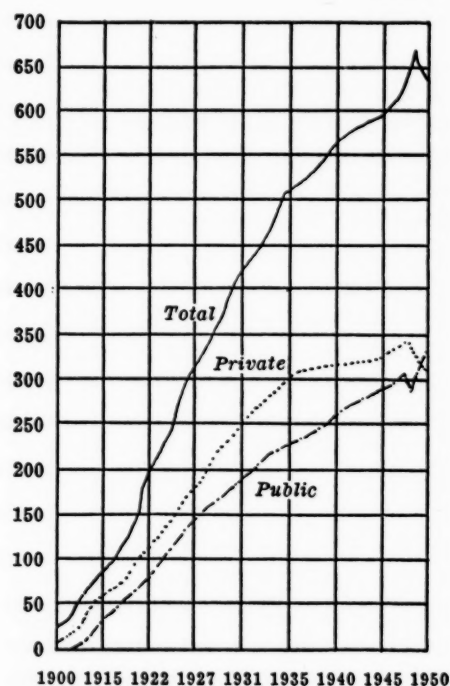


Fig. 1. Number of public and private junior colleges and of both from 1900 to 1950.

The writers wish to emphasize the fact that the figures for 1950 are those covering the entire academic year of 1948-1949, including the summer session. They are not based on the enrollment of any one semester or day in the academic year. As will be seen later in this analysis, full-time, special, and adult students are included; and these enrollments may be found by states, by institutions, and by totals. Summaries by states in-

clude 637 institutions in the United States, Alaska, and the Canal Zone, and 11 institutions located in Can-

ada and five other countries. These 11 junior colleges have a combined enrollment of 2,614 students. Four of these are members of the Association, and all are interested in the essential philosophy of the movement. For these reasons they have been included in the tabulation of data. Two of these colleges

are public; nine are privately controlled.

The tabulations of enrollment figures are approximately on a comparable basis for students on the college level of instruction. They include 57,587 students in the 50 junior colleges, or lower divisions, or extension centers of universities and senior colleges listed in the 1950 *Directory*. On the other hand, students in the high school years of 43 junior colleges, organized either as four-year or three-year units, have not been included. This additional enrollment amounts to 14,484 students.

The number of junior colleges and enrollments by regions follow:

Region	Number	Enrollment
New England	42	19,314
Middle States	80	52,493
North Central	206	110,354
Southern	204	92,599
Northwest	23	24,477
Western (California)	80	162,059

It will be seen that California still has the largest number of colleges of any state and the largest enrollment. Enrollment of students in California in the 1949 report was 196,185 showing a loss of 34,126 students in the 1950 report. Texas is second, with 57 institutions and 42,791 students. There are 23 states with 10 or more junior colleges, and only two states—Nevada and New Mexico—with none.

The reader may be interested in the names of the junior colleges

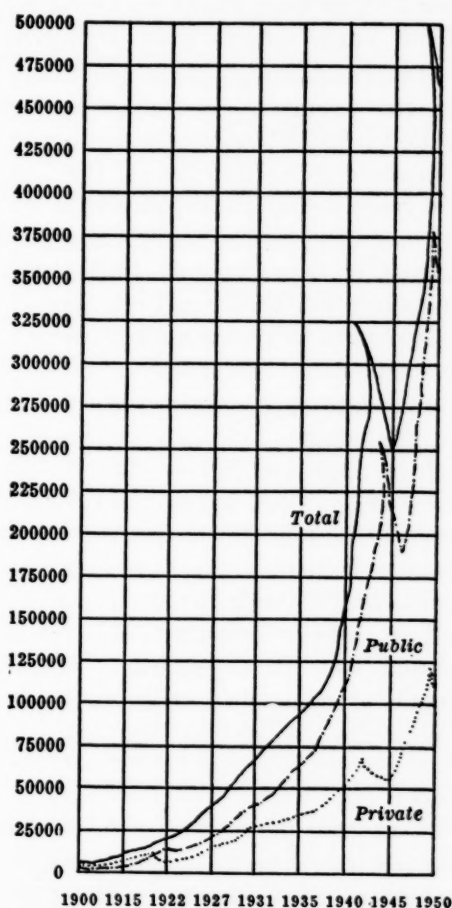


Fig. 2. Enrollments in public and private junior colleges and in both from 1900 to 1950.

ada and five other countries. These 11 junior colleges have a combined enrollment of 2,614 students. Four of these are members of the Association, and all are interested in the essential philosophy of the movement. For these reasons they have been included in the tabulation of data. Two of these colleges

that are among the largest in the United States. They are as follows:

<i>Institution</i>	<i>Enrollment</i>
<i>Public:</i>	
Long Beach	
City College, California	16,175
Los Angeles	
City College, California	11,979
Sacramento Evening	
College, California	10,162
Milwaukee Ext. Center,	
Univ. of Wisconsin	9,766
City College of	
San Francisco, California	9,361
<i>Private:</i>	
Junior College of George Wash-	
ington University, D.C.	11,415
Franklin Junior College, Ohio	2,975
Hillyer College, Jr. College	
Division, Connecticut	2,801
Stephens College, Missouri	2,174
Multnomah College, Oregon	2,133

Public and Private Colleges

Of the entire group of 648 junior colleges, 337 (52 per cent) are publicly controlled institutions, while 311 (48 per cent) are under private control. Corresponding figures for last year were 328 publicly and 323 privately controlled. The publicly controlled institutions have much the greater proportion of the enrollment. No less than 77 per cent (last year 76 per cent), or 358,081 students, are found in the publicly controlled junior colleges, as compared with 107,734 in the privately controlled institutions.

Increased enrollments are found in the publicly controlled junior colleges in 21 states, and decreased enrollments in 20 states. The publicly controlled institutions show a net decrease of 20,763 students,

or 6 per cent, as compared with an increase last year of 12 per cent. The largest increase in public junior college enrollment occurred in New York, with a gain of 6,978.

Increased enrollments are found in the privately controlled junior colleges in 15 states and decreased enrollments in 30 states, the net decrease being 13,958 students, or 11 per cent, compared with an increase of 5 per cent in 1947-1948. Washington, D. C., has the largest enrollment in junior colleges which are privately controlled.

Institutional Changes

The names of 18 institutions which appeared in the 1949 *Directory* are omitted in the 1950 *Directory*. Four of these have become senior colleges; three have been consolidated with, or replaced by, other junior colleges; six have closed the junior college department or otherwise changed their form of organization; the remaining five were dropped for various other reasons.

The 1950 *Directory* contains the names of fifteen junior colleges which did not appear in the previous year. Nine of these are publicly controlled junior colleges, and six are privately controlled ones. Eleven of these fifteen began junior college work for the first time this year. The remaining four have been in existence for one or more years but were not listed last year. The names of the eleven new institutions definitely reported as beginning junior college work in 1948-1949 follow. Eight of these

are publicly controlled institutions; three are privately controlled.

Alvin Junior College, Texas
 Contra Costa Junior College, California
 Danville Community College, Illinois
 Elgin Community College, Illinois
 Los Angeles Harbor Junior College, California
 Los Angeles Trade-Technical Junior College, California
 Los Angeles Valley Junior College, California
 Maryknoll Seminary, Illinois
 Puerto Rico Junior College, Puerto Rico
 Shasta College, California
 Villa Walsh Junior College, New Jersey

Types of Institutions

The junior college prevailingly is a coeducational institution, 506 (78 per cent) of this type being reported. Six institutions for men are found in the publicly controlled group; one institution for women; all the others are coeducational. In the privately controlled group, 45 are for men, 90 for women, and 176 coeducational.

Of the publicly controlled institutions, one is federally controlled (Canal Zone), 78 are state controlled, 86 district, 22 union district, 2 joint union district, 23 county, 10 joint county, 113 local, and 2 province.

Of the privately controlled group, 178 (57 per cent) are reported as under denominational auspices, the Catholics leading with 44 institutions, followed by the Methodists, 36; Baptists, 31; Lutherans, 16; Presbyterians, 14; and 23 other denominations with one to four each, 37.

Of the privately controlled institutions not under denominational

auspices, 102 are operated on a nonprofit basis with control vested in a board of trustees, while 31 are classified as proprietary.

Twenty-one of the institutions listed (3.2 per cent) are Negro junior colleges. All but six of these are privately controlled institutions. In addition, there is one junior college for Indian students.

Size of Colleges

The sizes of the 645 junior colleges for which enrollments are reported in the 1950 *Directory* may be summarized as follows:

Enrollment	Number of Colleges		
	Total	Public	Private
1- 49	37	6	31
50- 99	69	23	46
100- 199	130	44	86
200- 299	95	46	49
300- 399	68	34	34
400- 499	52	32	20
500- 599	27	15	12
600- 699	19	13	6
700- 799	20	17	3
800- 899	16	14	2
900- 999	4	3	1
1,000-1,999	59	44	15
2,000-2,999	25	21	4
3,000-3,999	4	4	0
4,000-4,999	7	7	0
5,000-5,999	3	3	0
6,000-6,999	0	0	0
7,000-7,999	2	2	0
8,000-8,999	0	0	0
9,000 and over	8	7	1
Total	645 ²	335	310

²The number of junior colleges here (645) does not agree with the total number of junior colleges listed elsewhere in the *Directory* (648) because 3 new junior colleges did not report enrollments.

While the junior college is still a comparatively small institution in many parts of the country, too small for the greatest educational efficiency in many cases, it has grown steadily except in wartime. Seventy-three per cent of those with fewer than 100 students are privately controlled. It is significant that there are 314 institutions which have enrollments of 300 or greater; that 108 exceed 1,000; that 49 exceed 2,000, and 13 exceed 5,000.

Twenty California public junior colleges report enrollments of special students and adults in excess of 1,000 each. The total California enrollment of special students and adults is 88,969 as compared with 73,090 regular students.

The striking increase in the number of special students, including adults, is a phenomenon of the past twelve years, and it reflects the increasing attention being given by junior colleges to their opportunities for service in the field of adult education. From 1933 to 1937, the specials comprised less than fifteen per cent of the total enrollment. Beginning in 1938, however, there was a steady increase, reaching a peak during the war years, when the normal enrollment of special students was augmented by thousands taking E.S.M.W.T., cadet nurse, and other special war courses. Since the cessation of these courses, there has naturally been some leveling off, but the numbers of special students remain

large. Data for the past twelve years are as follows:

<i>Year</i>	<i>Total</i>	<i>Special</i>	<i>Percent- age Special</i>
1939....	155,588	33,204	21.3
1940....	196,710	52,849	26.9
1941....	236,162	73,371	31.1
1942....	267,406	102,369	38.3
1943....	314,349	158,425	50.4
1944....	325,151	193,360	59.5
1945....	249,788	161,791	64.8
1946....	251,290	156,174	62.1
1947....	294,475	140,099	47.6
1948....	455,048	176,837	38.9
1949....	500,536	184,796	36.9
1950....	465,815	181,540	38.9

The largest enrollment of regular students is found in the Los Angeles City College with 11,979.

Average enrollments for the past eleven years and also for the years 1929-1930 and 1935-1936 follow:

<i>Year</i>	<i>Average for:</i>		
	<i>All Colleges</i>	<i>Public</i>	<i>Private</i>
1929-30....	162	240	115
1935-36....	255	406	136
1938-39....	349	556	181
1939-40....	397	652	202
1940-41....	429	707	203
1941-42....	514	872	223
1942-43....	555	998	201
1943-44....	438	733	189
1944-45....	434	723	188
1945-46....	454	687	235
1946-47....	686	1,040	343
1947-48....	769	1,155	376
1948-49....	719	1,063	346

This analysis indicates that both the publicly and the privately controlled institutions have made a marked increase in average size in the past decade. The 1947-1948 averages for all junior colleges are the largest in their history.

Enrollment by Classes

Enrollment by classes may be

summarized as follows, the percentage distribution for last year being added for comparison:

Class	Number	Percentage	
		1948-49	1947-48
Freshman	172,537	38.0	39.2
Sophomore	100,323	22.1	23.8
Special	39,320	8.7	10.9
Adult	142,220	31.2	26.1
Total	454,400 ³	100.0	100.0

If the special students are eliminated from consideration, 63 out of each 100 regular students were Freshmen in 1948-1949, compared with 62 the previous year.

Number of Faculty

The *Directory* reports 14,133 full-time instructors and 7,678 on a part-time basis in 648 institutions, or a total of 21,811 instructors this year as compared with 20,868 last year. This is an average of 32.2 instructors per institution as compared with 32.0 last year. The 7,678 part-time are equivalent to 2,743 full-time instructors. This makes a total of 16,876 full-time instructors or 26.0 full-time instructors per institution.

Accreditation

Of the entire group of 648 institutions, 622, or 97 per cent, are accredited by some accrediting agency, national, regional, or state. Only 207, however, are members of any of the five regional associations of colleges and secondary schools. A summary of such membership follows:

Northwest Association	20
Middle States Association	20
New England Association	12

North Central Association	73
Southern Association	82

California is not in the territory of any of the regional accrediting agencies, nor, of course, are the institutions in foreign countries.

Association Membership

The *Directory* indicates that on January 1, 1950, the American Association of Junior Colleges had 450 active and 26 provisional institutional members. Thus 73 per cent of all the junior colleges hold membership in the Association. This may be compared with 56 per cent membership in 1939 and 71 per cent last year. Of the 337 public junior colleges, 246 (73 per cent) are members; of the 311 private junior colleges, 230 (74 per cent) are members.

Ten states and the Canal Zone have records of 100 per cent membership in the Association: Arkansas, 8; Colorado, 8; Utah, 4; West Virginia, 4; Idaho, 3; Louisiana, 3; Arizona, 2; Rhode Island, 2; Vermont, 2; Canal Zone, 1; Delaware, 1; and New Hampshire, 1. Other high membership states are: Kansas (19 out of 22), Michigan (12 out of 13), Georgia (18 out of 20), Illinois (24 out of 27), and Massachusetts (20 out of 21).

Changes in Administrators

A comparison of the 1950 and 1949 *Directories* reveals a change in the administrative heads this

³The discrepancy in the total enrollment here (454,400) and elsewhere in the *Directory* (465,815) is caused by the fact that the Junior College Division of George Washington University, D. C., did not give a breakdown of its 11,415 students.

year on the part of 68 junior colleges, or 10.4 per cent of the entire group, as compared with 14 per cent last year. In the publicly controlled junior colleges the change this year was 11 per cent; in the privately controlled colleges, 10 per cent.

Type of Organization

The information on "years included" is summarized as follows:

Four-year junior colleges	41
Three-year junior colleges	9
Two-year junior colleges	591
One-year junior colleges	7

The two-year organization is evidently the prevailing type (91 per cent), but there is considerable interest in the four-year type, whether in public school systems as part of the "6-4-4" plan, or in privately controlled institutions where the last two academy or preparatory school years are included with the two common junior college years. Last year 37 four-year institutions were reported.

The following table shows the distribution, by states and control, of the four-year junior colleges reported this year.

State	Public	Private
California	9	—
Georgia	—	1
Illinois	—	1
Iowa	—	1
Kansas	1	2
Kentucky	—	1
Maryland	1	—
Minnesota	—	1
Mississippi	6	1
Missouri	2	—
North Carolina	—	3
South Carolina	—	1
Tennessee	—	1
Texas	2	—

Utah	2	—
Virginia	—	2
West Virginia	—	1
Canada	1	1
Total	24	17

In a fully functioning four-year unit it would be expected that the enrollment in the first two years would be substantially greater than in the upper two years. In only four of the publicly controlled and in only one of the privately controlled institutions, however, was the "lower division" enrollment greater than the "upper division" enrollment. The total upper division enrollment in the publicly controlled four-year institutions was 27,145; lower division, 13,113. In the privately controlled institutions the figures were: upper division, 4,921; lower division, 813.

Letters of inquiry and group discussions regarding the junior college sometimes raise the question about the growth of the four-year type of organization. According to Walter C. Eells,⁴ the proposal for the 6-4-4 type of organization was made in California in 1908. By 1930, according to this same author, there were not more than 10 four-year junior colleges in the United States. The present writers examined the analyses of growth as published in the *Journal* since 1930 and found the following facts: in 1935, there were 21 reported; 1940 showed 27; in 1944, there were 37; in 1947, there were 40; in 1948,

⁴Walter Crosby Eells, "What Manner of Child Shall This Be?" *Junior College Journal*, I (February, 1931), 322.

there were 38; in 1949, there were 37; and in the 1950 *Directory*, there are 41.

Junior College Trends

Reports for 1948-1949 in relation to similar reports for the previous year were analyzed with a view of determining certain trends in the junior colleges. It was observed that total enrollments for 1948-1949 were less than for the previous year by approximately 35,000 students. The question is, "Where were the losses? In what types of colleges, and why?" While there were other states that showed losses, nevertheless, in California alone there were about 34,000 fewer students reported for the 1950 *Directory* than for the 1949. The authors did not make specific inquiry of all colleges for the reasons. However, Long Beach may be taken as an example. In this college a grand total of 31,401 students were reported for the 1949 *Directory*, but only 16,175 for 1950. Inquiry showed that the difference was explained by the fact that average daily attendance was the basis for reckoning for 1950 compared to that of counting all persons without duplications who were enrolled for work during the previous year. According to a letter dated December 19, 1949, from Dr. George E. Dotson, Director, "Somewhat fewer than 40,000 individuals (no duplications) enrolled for classes during the entire year." One explanation for the decline, therefore, may be found in the change in reporting students enrolled. It is apparent

that the practice at Long Beach has been followed in several other California institutions.

Considerable interest has been shown in trends for enrollments in private and public institutions. Did the privately controlled colleges suffer losses out of proportion to those of the public colleges? First of all, there were a dozen fewer private colleges reported in 1950 than there were in 1949: some became senior colleges, others changed from private to public control, a few died, and some were not reported for other reasons. Enrollment in these twelve institutions reported for 1949 was 13,958 students. New York may be taken as an example for changes between private and public colleges. In 1949, Sampson, Champlain, and Middletown were listed under private control. For 1950, Sampson students were absorbed by the Associated Colleges, and the other two changed control to the State University of New York. Actually, therefore, reported losses by private institutions in New York can be explained largely by these changes of control, although there were some real reductions in the enrollments of the established private institutions. A further examination of such states as Georgia, Missouri, Mississippi, and Illinois, where the balance between privately and publicly controlled colleges is fairly even, showed that the percentages of change in enrollments between the two types were very slight. One exception is Illinois

where public enrollments increased by almost 2,000, and private college enrollments declined by less than 500 students. Generally speaking, no striking difference can be observed for increases or losses between the two types of colleges. Women's colleges lost about 1,000 students; men's colleges approximately 700; and co-educational, 33,000. Almost all of the losses for institutions for men may be found in the decline in enrollments in the military schools: 1,449 for 1948-1949 compared to 1,593 for the previous year.

It will be observed that there was a decrease of 6.9 per cent in total enrollments of all colleges. For men's colleges, it was 8.7; for women's colleges, 5.1; for military

schools, 10.4. (Military schools have been included in the analysis of changes in colleges for men as well as presented separately.) When all factors are considered — such as changes in reporting from some institutions (especially in California), changes in institutional control, and so on — there do not appear to be trends in declining enrollments to any great extent for the colleges as a whole nor for any particular type within the total movement. By and large, well-established colleges with strong financial support have held their enrollments encouragingly in a year when gradual reductions in enrollments were experienced in almost all levels of higher education throughout the nation.

Student Activities in a Community College

WILLIAM RANSOM WOOD

STUDENT activities are definitely an integral part of the total educational program of the Evanston Community Township College. This concept, basic to the philosophy of the College, assures these activities their rightful place in the academic sun by discarding the outworn notion that they are only "extra-curricular."

On the theory that the true education of any individual can never be confined to the limitations imposed by the artificialities of a textbook-in-a-classroom situation, certain regular classroom courses required of all students are designed to provide almost unlimited opportunities for participation in school and in community affairs. Every effort is being made to help students develop for themselves a program of meaningful life experiences. Productive work, study, recreation, and service are being woven into one common pattern styled individually to suit the particular student.

Many years will be necessary to realize fully the rich potentialities of such an ambitious undertaking. Within the first three years of its history, however, the Community College has made a significant beginning toward that ultimate realization. Briefly, the

beginning of the plan emerging is sketched herewith.

All first year students at Evanston Township Community College, Evanston, Illinois, are required to take an orientation and self-acquaintance course, *Personal Psychology*. All second year students are required to take a community resources and service course, *Social Psychology*.

All sections of both courses meet at the same hour on the same days, third period on Mondays, Wednesdays, and Fridays. Two sessions per week are normally used for instruction and discussion of problems within the specific scope of the particular course.

The third session is reserved for participative activities: all-school assemblies, special group meetings of men or women, lectures, career discussions, demonstrations, showing of informational or documentary films, committee meetings, student elections, class meetings, and occasional educational tours for small groups.

Through the arrangement that schedules every student in the same or in comparable courses at a common hour, exceptional flexibility is achieved. This is possible, of course, only in a situation where enrollment is small enough to be

manageable. With an enrollment of 300 or fewer the problem is not too difficult. With adequate facilities and competent personnel probably two or even three times as many students could be accommodated successfully. Instructors in the two courses serve as sponsors of the various major student committees.

Early in the year, as a part of his class work, every student is given an opportunity to indicate his interest in taking an active part in the affairs of one or more of the six major student committees or one of their various subdivisions. Although membership is voluntary, the tendency is toward almost unanimous participation. Again on scheduled class time, each of the six groups by democratic procedures elects a leader, an assistant leader, a recorder, and an assistant recorder. Each of the six leaders automatically becomes the spokesman for his group on the Student Council which includes five additional student officers: a president, a secretary, and a treasurer elected at large from the second year class; a vice-president and an assistant secretary elected at large from the first year class. The election of the first three officers named is held late in the spring with only students concluding their first year participating. The election of the last two officers is held early in the fall, with only beginning first year students participating. In addition to serving on the Student Council,

the officers serve also as leaders of their year class groups.

The Student Council is charged with several important responsibilities:

- preparation of a budget for all student activities participating in the distribution of student activities fees

- development of plans for the improvement of conditions directly affecting student life at the college

- preparation of suggestions concerning curriculum development

- maintenance of a talent search within and beyond the college for feature programs of particular worth to the student body

- general supervision and control of the affairs of all student committees, clubs, and similar organizations

The Student Council is a discussion and consulting group acting in the capacity of a steering committee for the student body and as an advisory board for the college administration and staff. It is not a legislative body.

Of the six major student committees, only the Communication and Performing Arts Committee has a special organizational plan. Its membership is limited to the chairmen of each of its five subdivisions: College Choir, Drama Club, Photography Club, Publications Staff, and Radio Club. Students voluntarily choose membership in one of the five subdivisions. Each of these groups then elects a chairman who represents it on the overall committee which is primarily concerned with public relations projects in the interest of the college. Members of the journalism class,

all of whom are on the Publications Staff, are responsible for the preparation of the *Community College Courier*, an excellent college periodical.

The Drama Club presents at least one full-length production each year. Additionally, every encouragement is given students to write and to help produce original one-act plays for lunch hour entertainment of high school and college students. Community College writers have found it a highly stimulating experience to act in or to help stage or direct their own plays.

The College Choir, a student activity growing in popularity, participates in the Christmas Festival and in the Spring Musical Festival presented under the direction of the high school and college music department. The College Choir appears also before the student body and various civic groups with special programs upon request. Plans are now being made to exchange during the coming year with other nearby colleges student assembly programs in which the choir will be featured.

Representatives of the Photography Club attend all college social, dramatic, and athletic functions to take pictures, copies of which are made available to the students and faculty on a non-profit basis. Club members also supply materials for the *Courier* and for the publicity needs of the College. An exhibition of camera studies is

mounted each semester in the Student Lounge.

As an extension of individual interest and/or classroom work, Radio Club members regularly broadcast over the local AM station, WNMP, and the local FM station, WEAW. The group has access to a new studio in the school completely supplied with the latest and the best professional equipment. Students prepare original scripts and produce them under the direction of a highly trained and competent sponsor who instructs the classes in radio. There is an exceptional opportunity to learn how to synthesize the various communications skills — reading, listening, writing, and speaking — in a live broadcast.

The Scholarship, Elections, and Awards Committee has two very important functions of considerable responsibility: establishment of policies (subject to student and faculty approval) and management of all details incidental to the election of the Student Council officers, and the selection of candidates to receive honors at the Annual Awards Banquet.

The Service Committee effectively performs many valuable services of a school, community, or beyond the community nature. It is responsible for improvement of facilities and conditions in the Student Lounge and in the College Library. It makes collections and contributes to worthy causes such as the Community Chest, the Red

Cross, and the March of Dimes. It sends textbooks and instructional supplies to one or more schools in the Philippines that were partially or wholly destroyed during the war. Through this committee, extensive student participation at the adult level in numerous local, national, and international service-type organizations is made possible.

The Social Committee opens the year's activities with the *Fall Round-up*, a steak fry for all students held outdoors in one of the forest preserves. It ends the year with the unique *Awards Banquet* at which time diplomas and honors in sports, scholarship, and service are presented to those who have earned them. Other highlights on the social calendar include the *Christmas Formal*, the *Sadie Hawkins Costume Dance*, the *Record Ramble*, and the Valentine's Day dance, familiar to students as the *Heart-Beat Hop*.

The Sports Committee is actively interested in promoting both intercollegiate and intramural sports of all types. The Community College is a member of the Illinois Junior College Conference and as such participates in basketball, swimming, track, golf, and tennis. The Community College golf team won the Conference team championship in 1947-1948 and the individual golf championship in 1947-1948, 1948-1949, and 1949-1950. During the summer months, a softball team is entered in one

of the city playground leagues. Winners of athletic awards are members of the Lettermen's Club.

About sixty student and faculty members belong to the Saddle Club that meets once each week at a nearby riding academy. Two demonstrations are staged each year. The first, at Christmas time, ends in a social hour in front of an open fireplace where refreshments are served, gifts exchanged, and there are songs in keeping with the traditions of the Holiday Season. The second occasion is the Spring Horse Show at which time student riders compete in various classes and events for trophies and ribbons. The exhibition annually attracts hundreds of appreciative North Shore riding enthusiasts.

All women enrolled in the College are members of the Women's Union. Its activities are under the direct sponsorship of the Counselor for Women. Twice each year mothers of the women students are invited to a tea to meet staff members and their daughters' friends. The occasions offer an opportunity to explain the social growth program of the college and promote a better understanding and spirit of cooperation among instructors, parents, and students. The Women's Union holds regular monthly meetings throughout the year featuring programs on good grooming, acceptable social behavior, and information on careers of special interest to young women. The Union also actively assists the

Service Committee in its numerous school and community projects.

The student activities program of the Community College thus is contributing significantly to the

establishment of sound social attitudes on the part of every student and encourages the translation of these attitudes into constructive social action.

Examinations to Facilitate Transfer of Junior College Graduates to Senior Colleges

MAX D. ENGELHART

ADMISSIONS of junior college graduates to four-year colleges and universities have been largely on the basis of junior college academic records. For many junior college transfers this procedure has proved reasonably satisfactory, particularly where the junior college has been accredited by the higher institution or an accrediting association of the region, or where the courses offered in the junior college are comparable to the courses offered during the first two years of the higher institution. Unfortunately, however, this procedure has not functioned as well in the transfer of junior college students to higher institutions in geographic areas other than the one in which the junior college is located nor to higher institutions unimpressed by accreditation. The procedure, furthermore, has not facilitated the transfer of superior junior college students whose junior college is not accredited. The procedure all too often has given higher institutions a position of dominance with respect to the junior college curriculum, thus restricting the junior college in developing curriculums better suited to the real needs of all its students. It has worked par-

ticular hardship on those junior college students who have completed a *terminal* program of courses but who, because of superior ability and ultimate change of educational plans, should have enrolled in a *preparatory* program of courses.

The best means of solving these problems, it seems, would be to secure supplementation of academic records by objective measures of the aptitudes and abilities of junior college students who wish to transfer to higher institutions. Toward this goal, the College Entrance Examination Board, under the sponsorship of the American Council on Education, has undertaken the development of a program of *Intermediate Tests for College Students*. Policies with respect to the program have been and are being formulated by the following committee:

Arthur Adams, President, University of New Hampshire, *Chairman*

Sarah Blanding, President, Vassar College

Max D. Engelhart, Chicago City Junior College

John Stalnaker, Illinois Institute of Technology

Russell M. Cooper, Assistant Dean, University of Minnesota

C. W. deKiewist, Acting President,
Cornell University

John R. Kline, University of Pennsylvania

Ralph Tyler, University of Chicago

The production of suitable test materials has been undertaken by members of the staff of the Educational Testing Service and by members of several committees. The former are largely concerned with the development of the aptitude tests; the latter are engaged in the preparation of proficiency tests in broad subject areas. An effort was made in selecting the members of the committees to:

provide persons who are well known in their fields as able teachers

insure geographical representation of the eastern, midwestern, and Pacific Coast states

insure adequate subject matter representation, a particularly difficult matter in the Humanities and Social Studies which have such broad coverage

provide at least one person on each committee who is familiar with the Graduate Record Examination level tests and another who is familiar with the regular tests of the College Board

provide either direct or associative representation of the junior colleges by at least one person

It is felt by officers of the College Entrance Examination Board and of the Educational Testing Service that the junior college representation on these committees is not large enough. There would have been greater representation had it not been so difficult to identify experienced junior college teachers capable of serving as examiners. It is expected that the junior col-

lege representation will increase as replacements are made in the committees.

While most of the committee members were selected from the staffs of four-year institutions, they are largely from the lower divisions of such institutions—the junior college level. One could argue that this is of some advantage to the junior colleges in that the higher institutions will have greater confidence in the tests. There is something to be said for relatively independent measurement of the product of our junior colleges. On the other hand, such four-year college representation could strengthen the domination of junior college curriculums by higher institutions if it were not for the fact that a guiding principle in the production of exercises for the proficiency tests is that they be so general in character as to have no adverse effect on college curriculums—either junior college or senior college.

One explanation of greater availability of examiners from higher institutions is the more rapid development of programs of general education in the lower divisions of such institutions than in the junior colleges. One outcome of this development is experience in the preparation and use of test materials less restricted to highly specific and traditional subject matter.

These proficiency tests do not purport to test comprehensively the entire program of education in the

first two college years. In view of the function of the testing program, the development of proficiency tests which have high predictive value for success in senior college is more important than the development of tests which survey achievement in the first two college years. In some areas, a test which validly evaluates achievement may be the best predictive instrument; but where this is not the case, predictive value will be the guiding principle.

If, as a result of the present trend in general education, higher institutions tend to give greater emphasis in admissions to the possession of a broad general education, it is possible that the intermediate tests at some future time may include a battery of tests in general education in addition to tests designed to measure proficiency or to predict success in special fields.

As has been indicated, the Intermediate Tests for College Students will be of two types: the *College Ability Test* and the *Proficiency Tests*.

The *College Ability Test* is designed to measure aptitude for further college work. This test will require three hours in the morning session of the day on which the tests are given. It will yield two scores: one on *Verbal Comprehension* and *English Expression* and one on *Quantitative Reasoning*.

Ninety-minute *Proficiency Tests* are offered in the afternoon session in each of five areas: Humanities, Life

Sciences, Mathematics, Physical Sciences, and Social Sciences. Each examinee will take tests in those *two areas* which are most closely associated with his expected major program of study or which are prescribed by the institution to which he is applying for transfer.

Any examinee may also take a language reading test in French, German, Latin, or Spanish.

In the opinion of the author, the scores on the College Ability Test should be given very serious consideration because they probably have great predictive value. If an applicant for admission has obtained relatively high scores on this test, but has done less well on the Proficiency Tests and has an academic record somewhat less than satisfactory, an admissions officer may still feel justified in admitting the applicant on the assumption that the applicant has the capacity to become a successful student. Study of the Proficiency Test scores and the academic record should indicate what the higher institution needs to do to help such a potentially good student in remedying defects in his previous training.

It has been argued that the Intermediate Tests should be restricted to the measurement of aptitudes alone. It may be contended, however, that few admissions officers would be content with only such measures. It would seem to the author that the Proficiency Tests should promote less dependence on academic records. Furthermore, given such tests in broad areas,

admissions officers should be less concerned with respect to the particular pattern of courses taken in the junior college.

It should be mentioned that the scores of all the tests will be reported on a standard scale. The report of scores will be accompanied by percentile norms and interpretive data. Guidance officers in the junior colleges will find these data exceedingly useful.

Students interested in transfer do not "pass" or "fail" the tests. Rather, the student may be advised to apply for admission to a higher institution known to accept transfers of ability comparable to his. In some cases, the scores will reveal to the student the futility of his attempting professional training or further formal education on a higher level.

The fact that the tests will be taken by students in the lower divisions of higher institutions seeking transfer to another higher institution as well as by junior college students should mean that the tests will ultimately yield data which test the hypothesis that junior college transfers are, in general, as competent as students coming from the lower divisions of senior institutions. While the basic purpose of tests is to facilitate transfer, the data should prove useful to junior college administrators and teachers in guidance.

The Intermediate Tests will be given the first time on Saturday, May 13, 1950, at centers through-

out the United States, its possessions, and Canada. In no case will a student need to travel more than one hundred miles to take the tests. The cost of examination, scoring, and reporting is borne by the student, and the fee is ten dollars. Inquiries and correspondence regarding the Intermediate Tests should be directed to the Educational Testing Service, P. O. Box 592, Princeton, New Jersey, or P. O. Box 2416, Terminal Annex, Los Angeles, California.

A number of higher institutions have already indicated they will require or advise applicants to take the Intermediate Tests. Such institutions have been asked to include in their catalogues or in bulletins sent to applicants a statement relevant to their policies with respect to the tests. It will be desirable for junior college administrators and registrars to find out whether or not prospective transfers from their junior colleges will need to take the tests in order to enter the higher institutions in which they are interested. Even if a higher institution has not made the tests a requirement, commendable scores may still be the deciding factor where the academic record alone would not secure admission.

In conclusion, something should be said with respect to future development of the program of Intermediate Tests for College Students. The sponsors—the American Council on Education, the College Entrance Examination Board, and the Educational Testing Service—

definitely accept responsibility for continuing the improvement of the tests and for furnishing suitable information to enable the users better to interpret the scores. Research for these purposes—including validity studies undertaken with the cooperation of the colleges using the tests—should lead to the development of an increasingly useful aid to junior college and senior college administrators.

The inauguration of this program on a national scale is evi-

dence of national recognition of the growth of the junior college movement. The extent to which the tests are used by junior college graduates and students throughout the United States may become a critical factor in the ultimate success of the program. Widespread use by junior college students will benefit not only the students themselves but will stimulate the production of increasingly better tests and will contribute other values to the junior colleges.

Former Students Evaluate Minnesota Public Junior Colleges

ROBERT J. KELLER

MANY kinds of evidence are needed to appraise the accomplishments of a school or college. At some colleges a long tradition of attendance by successive generations furnishes some evidence that acceptable programs have been offered. Other colleges cite as proof of their success the records of graduates who have gone on to higher levels of education. Both kinds of evidence are, in a sense, based on the accomplishments of former students.

In the public junior colleges, however, neither of these evaluative evidences is completely satisfactory. The public junior colleges do not have a long tradition, nor do they exist only to prepare their graduates for higher education. Evidence of successful education must be obtained by more direct methods. One such technique is reported in the present summary.

The Junior College in Minnesota

As in most states, Minnesota public junior colleges have but recently entered the field of post-high school education. The first public junior college, established at Cloquet, Minnesota, with four students in 1914 did not survive, but one established the following

year at Rochester, Minnesota, is still in operation. Growth in numbers of junior colleges and in student enrollments, though rapid, has not kept pace with similar developments in many other sections of the country. In 1948-1949, Minnesota enrolled 1,754 students in ten public junior colleges, approximately six students per 10,000 population. In contrast, the corresponding California figure as early as 1940 was reported larger by more than twentyfold.

Minnesota public junior colleges operate as two-year extensions of the local high school, often in the same building. These institutions are financed entirely from funds furnished by the local school district and student fees. Most institutions are small. Only four of them enrolled 200 or more students in 1948-1949.

Preprofessional or college preparatory course sequences have remained dominant although terminal and adult education curriculums have been in existence for many years. One of the state's public junior colleges, Duluth, has recently reorganized as an institution offering terminal-vocational and general education courses only. From a fifth to a third of the stu-

dents in Minnesota public junior colleges typically enroll in so-called terminal courses. This proportion is small, particularly when compared with a ratio approximately twice as great for students whose junior college education is terminal in fact if not in name.¹ But problems in junior college education such as these are not peculiar to Minnesota alone. Because of this fact, the study of students from Minnesota public junior colleges has more than local interest.

Background for the Statewide Study

When the Minnesota Commission on Higher Education was established by the 1947 Legislature to survey the problems of higher education, a portion of its inquiry was directed toward the state's public junior colleges. Studies were needed to determine the contribution and programs of these institutions and to serve as bases for legislative recommendations.

Under such circumstances the present follow-up study of former students was launched using the questionnaire survey as the method for gathering information. Though initiated and sponsored by the Minnesota Commission on Higher Education, the study soon became

a cooperative one involving the separate junior colleges, the State Department of Education, and the University of Minnesota. The University Bureau of Institutional Research assumed major responsibility for the actual direction and conduct of the survey.

Many kinds of information about former junior college students were gathered in the same inquiry. Several items of personal background and present status were included to interpret student progress and status. One section of the questionnaire reviewed junior college experiences, length of training, the kinds of courses taken, characteristics of home and family at the time of junior college attendance, reasons for coming to public junior colleges, and reasons for leaving them. Another section dealt with the social, educational, military, and work experiences which these students have had since leaving a junior college. The final section was evaluative in nature. Former students were asked to appraise their junior college education in the light of "its present and past usefulness." The present report summarizes only the latter evaluations. A more comprehensive summary of findings for the follow-up study as a whole is found in the report of the Minnesota Commission on Higher Education, *Higher Education in Minnesota*.²

The Nature of the Sample

Men and women who attended a Minnesota public junior college for three months or more between

¹For a more complete description of junior college education in Minnesota see R. E. Eckert and R. J. Keller, "Development of the Junior College in Minnesota," Chapter VI, in the report of the Minnesota Commission on Higher Education, *Higher Education in Minnesota* (Minneapolis: University of Minnesota Press, 1950).

²*Ibid.*, chap. VIII.

September, 1939, and June, 1941, were included in the survey. Initial choice of these years was made (1) to reduce the effect of World War II on educational and vocational status, (2) to provide students with sufficient time to establish their post-college status, and (3) to keep the junior college years close enough to present college programs to permit meaningful comparisons. Since these reasons were not all compatible, some compromise was necessary and resulted in the selection of the 1939-1941 period.

Four-page printed questionnaires were mailed to each of the former students who had attended a junior college for the required period of time between 1939 and 1941. The lists were furnished by the deans in the twelve public junior colleges which were still in operation during 1947-1948. Responses were thus solicited on a prepared inquiry form from former students who had been out of junior college approximately eight years.

The original lists furnished by junior college deans contained 3,835 names. Addresses in some instances were so old or incomplete that 9.2 per cent of these students were not contacted. Original letters of inquiry were returned by postal authorities. The remaining 3,482 were presumed to have been contacted. Percentages following have thus been based on this number.

Information was returned for

1,813, or 52 per cent, of the students who had been contacted. This number was reduced by 2.7 per cent who were reported deceased and 1.9 per cent whose replies were inadequate or incomplete. Only those questionnaires which had been completed by the former students themselves were used in the final analysis. The present report is thus based on the responses of 1,651 students or 47.4 per cent of those presumed to have been contacted.

The representativeness of this sample was gauged in several ways. The proportion of returns from each college, for example, varied no more than could be attributed to chance sampling fluctuations. Junior college deans reported that 54 per cent of the original sample had completed 18 or more months at junior college or had been graduated. For convenience, these students have been designated as "graduates." The comparable proportion among the respondents was 58 per cent, a slightly higher ratio. In interpreting these graduation rates which seem to be particularly high, it should be recalled that students who attended these institutions for less than three months have been excluded and that eight or more years have elapsed since college entrance.

The general sex ratio for the respondents was three men to two women, approximately that which existed for the total student body in 1939-1941. Approximately one

respondent in five was enrolled in a terminal curriculum, a slightly lower ratio than obtained at that time.

These findings suggest that the respondents may be considered to be fairly representative of students in Minnesota public junior colleges for the 1939-1941 period with the possible exception of a higher proportion of graduates and preprofessional students. For this reason it has seemed wise to analyze the returns in terms of these separate groups. In spite of such analysis, some selection is likely to have taken place since young people with favorable attitudes toward the junior college may have been more inclined to respond to the inquiry. This fault is common among questionnaire studies, however, and can hardly be removed by treatment of the data.

The Findings

Present Attitude Toward the Junior College. Most young people who attended Minnesota public junior colleges agreed they would return to a junior college if they were starting their post-high school education over again. While slightly less than one student in three (31.8 per cent) expressed preference for some other plan or did not furnish this information, more than two-thirds of the respondents (the remaining 68.2 per cent) stated they would return to a junior college (See Table I). Graduates more frequently than non-graduates expressed themselves in

favor of the junior college as shown by percentages of 75.7 and 57.7 respectively. Some differences were also noted between students who had followed a terminal curriculum and those who had followed a preprofessional one. Approximately seven of the terminal students would re-enter a junior college for every six of the preprofessional students. Although terminal students were in the minority, these young adults apparently were fairly well satisfied with their junior college programs. Differences between proportions were smaller for the two sexes but a slightly higher proportion of re-entering students was observed for women.

But what were the preferences of the remaining third of the former junior college students who now expressed other choices and patterns of post-high school education? Three-eighths of them (37.4 per cent) now wish that they had enrolled directly in a large university. Another fifth (20.2 per cent) now favor a liberal arts or denominational college in preference to a public junior college. Approximately one in nine (10.7 per cent) would enter a business or professional school. Only one in one hundred (1.1 per cent) now wish they had attended a teachers college. The remaining three-tenths (30.6 per cent), with the exception of 1.3 per cent who would not attend college, specified highly individualistic and varied plans which could not easily be cate-

TABLE I. PRESENT CHOICE OF EDUCATIONAL PROGRAMS BY FORMER STUDENTS FROM MINNESOTA PUBLIC JUNIOR COLLEGES^a

	Sex		Type of Curriculum		Graduate Status		Total N=1651 %
	Men N=951 %	Women N=700 %	Terminal N=322 %	Prepro- fessional N=1329 %	Grad- uate N=958 %	Non- Graduate N=693 %	
<i>Preference now</i>							
Re-enter a junior college	65.9	71.1*	76.4**	66.1	75.7**	57.7	68.2
Enter a large university	14.9**	7.9	8.7	12.7*	9.6	15.2**	11.9
Enter a liberal arts college	6.2	6.7	4.0	7.0*	4.2	9.5**	6.4
Enter a teachers college	0.2	0.6	0.3	0.4	0.4	0.3	0.4
Enter a business or pro- fessional school	3.2	3.0	4.7	2.7	1.8	4.9**	3.1
Miscellaneous college plans	5.8	6.3	1.9	7.0**	4.9	7.5	6.0
Would not attend college	0.4	0.4	0.3	0.5	0.4	0.4	0.4
No response	3.4	4.0	3.7	3.6	3.0	4.5	3.6

^aResponses to the question, "If you were to plan your education over again, what changes would you make?" The significance of differences between percentages has been noted by asterisks following the larger percentage. A single asterisk (*) denotes significance at the 5 per cent level. A double asterisk (**) denotes significance at the 1 per cent level. Percentages for men have been compared with those for women, terminal with preprofessional, and graduates with non-graduates.

gorized or failed to answer this question.

Some of the characteristics of former students who now prefer these other plans are apparent from the analyses presented in Table I. There is a tendency, for example, among students who preferred to enter a large university directly to be non-graduates rather than graduates, though the proportion of the total sample in each group was not large. In like manner, students who now prefer a large university are likely to be men rather than women, and they have a tendency to come from a preprofessional rather than a terminal program. Other significant differences between these various groups appeared mainly with respect to graduate status. Non-

graduates were more likely than graduates to choose now a large university, a liberal arts college, or a business and professional school in preference to a junior college.

Preferences of this sort cannot be evaluated at face value, however, because they do not take into consideration the reasons which initially prompted students to enter a public junior college. These institutions were selected by these students because they were located in home communities, because costs were low, and because students had no definite college plans, rather than because of initial preference for the public junior college. Some of these reasons may have changed with junior college experiences in such a way that students now wish

to return to these institutions. Reactions of this sort must be interpreted as favorable to the public junior college.

Somewhat the same general satisfaction with the junior college was noted in response to a similar question: *"If you had a young brother (or sister) who was completing high school and who had abilities and interests similar to your own, what recommendation would you make concerning his further education?"* More than five-eighths of the respondents (63.1 per cent) would send this member of the family to a junior college, practically all of them recommending the same institution which they themselves had attended. The majority of the remaining three-eighths (36.9 per cent) now favor a large university or a liberal arts college in preference to a junior college. These choices of institutions for younger brothers and sisters closely resembled those recommended for themselves. Almost none of these young people (0.7 per cent) would advise against college attendance.

Satisfaction With Curricular Offerings. In addition to the broad questions noted above, former students were asked to indicate which course sequences they now feel would have been most helpful to them had these curriculums been taken in junior college. Approximately one-seventh of the respondents failed to provide this information. The present choices of the remaining six-sevenths are very

revealing and contribute to the evaluation of the curricular programs and guidance facilities of Minnesota public junior colleges. Broad findings for the two curricular groups follow:

Approximately one student in three (35 per cent) of those who expressed choices now prefers a terminal curriculum in junior college. Students who took terminal programs are fairly well satisfied with them as evidenced by the fact that 83 per cent of them prefer a terminal course sequence eight years later. Almost one quarter (23 per cent) of the preprofessional students now feel that a terminal course would have been more helpful to them.

Almost two public junior college students in three (65 per cent) of those responding to this item now prefer a preprofessional course sequence. Three-fourths of the preprofessional group (77 per cent) still prefer a preprofessional curriculum after eight years. Approximately one student in six from the terminal student group (17 per cent) now prefers a preprofessional program.

Within the separate curriculums, 44.6 per cent of the former students would make no present choice of programs over those followed in 1939-1941. The terminal and preprofessional groups of respondents agreed fairly well with corresponding agreement between present and past choices of 36.9 and 35.2 per cent respectively. Likewise, no differences appeared between the two sexes, but the graduates were much more likely to prefer the same curriculum than non-graduates (50.3 and 36.8 per cent respectively).

Among students who now prefer a terminal course sequence, the following curricular areas were selected in the order named: business; secretarial; engineering; agriculture, forestry, and home economics; medical secretary and laboratory technician; and the area of music, art, and dramatics.

Among students who now prefer a preprofessional course sequence, the following curricular areas were selected: pre-engineering, pre-medical, pre-business, pre-agriculture, pre-education, pre-liberal arts, and pre-law.

Satisfaction with Provisions for Junior College Education. Former students were also asked to appraise the educational provisions made by the junior colleges which they attended in terms of their own achievement on eighteen objectives of junior college education. Although these eighteen objectives were not necessarily intended to be comprehensive, they did include the majority of the more commonly accepted objectives of education at the junior college level.

Three possible ratings were suggested for each objective: *Highly satisfactory (well pleased)*, *About average in this respect (moderately satisfied)*, and *Quite unsatisfactory (disappointed)*. For each objective, students were asked to select the rating which best described their attainments in this area at the junior college which they attended. In summarizing these ratings, major reliance has been placed on the two extremes, *Highly satisfactory (well-pleased)* and *Quite unsatisfactory (disappointed)*. The middle rating, though stated as *moderately satisfied*, was actually dependent upon the proportions of students selecting the extreme ratings since the three choices accounted for all or nearly all of the respondents.

That Minnesota public junior

colleges are making fairly satisfactory provision for post-high school education is evidenced by the median proportion with which each of the three alternative ratings was chosen. The median proportion for the eighteen separate objectives has thus been treated as a crude index of general satisfaction with junior college programs. Under such circumstances, one-third of the respondents (median proportion, 34 per cent) were *well pleased*, approximately one in six (median proportion, 15 per cent) was *disappointed*, and the remaining half (median proportion, 50 per cent) were identified between these two extremes as *moderately satisfied*.

Not all students were equally well satisfied with the training which they had received in each of the eighteen objectives, however. The proportion of students who stated that they were *well pleased*, as shown in Table II, ranged from 21 to 53 per cent. The *disappointed* group ranged from 6 to 30 per cent, and the intervening proportions accounted for the so-called *moderately satisfied* or middle group.

In general, the *highly satisfied* former students outnumbered the dissatisfied students by more than two to one with respect to the majority of the educational provisions implied by the eighteen objectives. Greatest positive differences were noted in favor of (1) preparation for higher education, (2) development of high ideals and

TABLE II. SATISFACTION OF FORMER STUDENTS WITH SELECTED ASPECTS OF THEIR JUNIOR COLLEGE EXPERIENCES FOR GRADUATES AND NON-GRADUATES^a

Specific Objectives or Areas of Junior College Training	"Highly Satisfactory"		"Quite Unsatisfactory"		Total (N=1651)	
	Graduates	Non-Graduates	Graduates	Non-Graduates	"Highly Satisfactory"	"Quite Unsatisfactory"
	N-958 Per Cent	N-693 Per Cent	N-958 Per Cent	N-693 Per Cent	Per Cent	Per Cent
<i>Preparation for</i>						
Further education	60.1**	41.6	4.3	12.7**	52.3**	7.8
Home and family living	19.2	19.2	18.6	23.2*	19.2	20.5
Active participation in civic and community life	28.8	26.8	11.3	15.3*	28.0**	13.1
Speaking and writing effectively	42.4**	34.3	10.3	13.1	39.0**	11.5
Supervising or directing the activities of others	23.5*	17.5	12.2	21.4**	21.0**	16.1
<i>Development of</i>						
Effective health habits	40.4	40.4	6.5	8.2	40.4**	7.2
High ideals and suitable moral code	45.1**	33.8	4.1	8.5**	40.3**	5.9
Ability to undertake and proceed with new tasks	42.4**	31.3	4.5	8.5*	37.7**	6.2
Ability to meet people easily	43.6	39.8	7.4	12.1**	42.0**	9.4
A desire to read and appreciate good literature	37.9	43.6*	11.1	11.1	40.3**	11.1
A sound philosophy of life	26.7*	21.5	13.4	16.0	24.5**	14.5
A wholesome appreciation of work	36.1**	25.8	6.6	9.4*	31.8**	7.8
A broad understanding of social and economic problems	28.9	28.7	13.5	15.6	28.8**	14.4
Aesthetic appreciation, particularly for good music and art	23.9	19.8	28.0	30.9	22.2	29.2**
<i>Information and Advice on</i>						
Further education	37.2	35.2	12.8	19.3**	36.3**	15.6
Selection of the proper job for me	21.9	19.0	25.1	35.8**	20.7	29.6**
<i>Training for</i>						
The vocation in which I am now engaged	44.5**	25.7	14.6	26.1**	36.6**	19.4
Effective use of leisure time	24.2	19.8	18.2	22.8*	22.4	20.1
Median Percentage	(36.6)	(27.8)	(12.5)	(15.4)	(34.1)	(13.8)

^aThe significance of differences between percentages has been noted by asterisks following the larger percentage. A single asterisk (*) indicates significance at the 5 per cent level. A double asterisk (**) denotes significance at the 1 per cent level. Graduates have been compared with non-graduates for columns headed "Highly Satisfactory" and "Quite Unsatisfactory." The latter two categories have been compared only in the total column.

a suitable moral code, (3) the ability to undertake and proceed with new tasks, (4) the development of effective health habits, (5) the ability to meet people easily, and (6) the development of a wholesome appreciation of work. These differences would be still larger if the students who chose the middle ratings, *moderately satisfied*, were added to the favorable group.

Dissatisfied former students, on the other hand, outnumbered the *highly satisfied* respondents in two instances. Public junior colleges in 1939-1941 were apparently not providing vocational guidance or developing aesthetic appreciation on as satisfactory a level as most other factors included in this section of the study.

Almost three-tenths of the respondents (29.6 per cent) expressed dissatisfaction with provisions made for giving students information and advice on selection of a proper job. Non-graduates more frequently expressed dissatisfaction with these aspects of vocational guidance than graduates, (35.8 and 25.1 per cent respectively). Apparently the students who left junior college before completing their programs were less likely to receive adequate help with job selection problems than students who completed their junior college courses.

Some junior colleges, however, were evidently providing satisfactory vocational guidance since 21 per cent of the former students

claimed to be *highly satisfied* with the assistance provided in this area. In this case, the proportions of graduates and non-graduates were approximately the same. To these students, again, might well be added the middle half of the respondents, for these students were more inclined to be satisfied than dissatisfied in keeping with the rating which they checked, *moderately satisfied*.

The second major weakness according to this analysis was the development of aesthetic appreciation, particularly for good music and art. Former junior college students did not believe that they had made the gains which they felt were needed in this field. Again this dissatisfied group represented a sizable proportion of the total number of respondents (29.2 per cent), but there were no apparent differences between graduates and non-graduates.

Other comparisons between graduates and non-graduates were favorable to those former students who had completed their junior college courses. Graduates were more likely to be *highly satisfied* than non-graduates in the preparation which they had received in the junior college for further education or for effective speech and writing. Moreover, graduates exceeded non-graduates in the proportion who said that they were *highly satisfied* with their vocational training, the opportunities provided by the junior colleges for development of high ideals and

a suitable moral code, development of ability to undertake and proceed with new tasks, and development of a wholesome appreciation of work. In all of these cases the differences in proportion were significant at the 1 per cent level.

For most of the remaining eighteen objectives, the differences between proportions of graduates and non-graduates who assigned *highly satisfactory* ratings were not statistically significant. In many instances the proportion of satisfied students was high, particularly when the two highest ratings, *highly satisfactory* and *moderately satisfactory*, are combined.

To those objectives which have already been mentioned as satisfactory, the following provisions should be added because they have been regarded as *highly satisfactory* by more than a quarter of the respondents: (1) the development of effective health habits, (2) the development of ability to meet people easily, (3) the development of a desire to read and appreciate good literature, and (4) preparation for active participation in civic and community life, together with the development of a broad understanding of social and economic problems.

When the findings are reviewed from the viewpoint of the students who were displeased or *disappointed* with certain characteristics of junior college education, a somewhat different group of objectives is emphasized. In these

instances non-graduates tend to exceed graduates. In addition to the (1) vocational guidance area which has been noted previously, significant differences between non-graduates over graduates appeared in (2) vocational training, (3) the preparation for supervising or directing the activities of others, (4) educational guidance, (5) preparation for further education, (6) development of ability to meet people easily, and (7) development of high ideals and a suitable moral code.

These significantly unfavorable reactions by non-graduates complement significantly the favorable reactions of graduates in three areas: (1) vocational training, (2) preparation for further education, and (3) development of high ideals and a suitable moral code. These findings lend additional support to the interpretation that Minnesota public junior colleges make better provision for graduates than for non-graduates. Since the former are more likely to round out their education by further experiences at other college, these deficiencies in the education provided at the junior college level to non-graduates merit critical review and possible adjustment.

The provisions made by public junior colleges to prepare students for home and family living and to enable them to make effective use of leisure time also might well be examined. In this case, the issue becomes one of the size of

the proportion of former students who claim to be *disappointed* with the training which they have received at public junior colleges. Approximately one-fifth of the respondents termed as *quite unsatisfactory* junior college efforts in home and family living. A similar proportion registered disappointment with their preparation for leisure time activities. In rank, the proportion of dissatisfaction in these two areas was second only to provisions for vocational guidance and aesthetic appreciation.

The attainment of certain objectives appeared to be more satisfactory to former women students than to men. Differences in favor of women were greatest in the areas of: (1) vocational training, (2) vocational guidance, (3) preparation for effective speech and writing, (4) training for effective use of leisure time, (5) development of a wholesome appreciation of work, and (6) development of aesthetic appreciation. The question might well be raised whether the public junior colleges had been more successful among women in developing satisfactory programs along these lines. In no instance was the proportion of *highly satisfied* men significantly greater than the proportion of *highly satisfied* women. At the opposite end of the scale, however, more men than women claimed to be *disappointed* with their junior college education with respect to its provisions for educational and vocational guidance and training in

aesthetic appreciation of music, art, and literature.

The expected differences appeared between terminal and preprofessional students in emphasis upon objectives of junior college education. Terminal students were more likely to be satisfied with their vocational training and guidance and with their appreciation of work. Preprofessional, on the other hand, were most highly satisfied with their preparation for higher education. Since these findings reflect logical differences between the two programs, they tend to emphasize the care with which former students answered this question as well as to provide evidence that these programs were fulfilling their peculiar functions.

Summary and Implications

The appraisals which have been made in this discussion have been drawn from the thinking and judgment of former students who attended Minnesota public junior colleges during the two prewar years. Because these students have obtained their impressions from first-hand experience, their evaluation of junior college education merits careful study. But many things have happened in the intervening years to temper any direct interpretation which might be made of these appraisals. A large portion of the student body did not respond to the inquiry. Many students rounded out their education at other colleges or universities, or through military service,

marriage, and a variety of work experiences. The period which has intervened between the junior college and the present time has not been conducive to normal educational and vocational planning. All of these factors should be kept in mind in interpreting the various findings.

In spite of these circumstances the public junior colleges of Minnesota have, in the judgment of former students, provided generally satisfactory programs of post-high school education. While all students did not have the same purposes in mind when they were attending junior colleges, the study presents some evidence that differential needs were being met. Most students who took terminal course sequences, for example, in 1939-1941 would return to a terminal program if they were able to plan their education over again. The same satisfaction was expressed by students in preprofessional programs for their particular curriculums. The proportion of students who would not attend some kind of post-high school institution was negligible. Former students were reasonably well satisfied with the provisions made by these junior colleges for most of the commonly accepted objectives of junior college education included in the study.

But all of the findings were not equally favorable. Approximately one-third of these former students would now prefer to attend some institution other than a junior col-

lege. Students who left the junior college before completing their programs tended to be less satisfied with public junior colleges than did the graduates. Junior college programs were weak, in the judgment of many students, in provisions for vocational guidance, aesthetic appreciation, preparation for home and family living, and for effective use of leisure time. Less than half of the students would take the same course sequence if they were to plan their education over again. In some instances men were less satisfied than women.

Although these findings seem critical of public junior college programs, their contribution lies in the manner in which they are applied. Public junior colleges of Minnesota are local institutions. Their programs need not, therefore, reflect the same objectives or emphasize them equally. Some institutions will strengthen their curriculums which provide vocational training, others will continue to prepare students for further education, and still other institutions will identify themselves with a program of general education. Many institutions will draw from all three areas. In the final analyses, the strengths and weaknesses which have been identified by former students may help individual institutions to develop and improve programs which fit peculiar needs of their student body, the community, and the state which they serve.

Many junior colleges have been

alert to these needs, their strengths and their weaknesses, since 1939-1941 and have adapted their programs accordingly. For these institutions certain questions such as the following seem pertinent:

1. Has the quality and extent of education and vocational guidance improved in the intervening years?

2. Do terminal and preprofessional programs successfully serve the functions for which they have been designed? Why do two-thirds of the former students included in this study still prefer a preprofessional course?

3. How much assistance do junior college students receive in improving home and family relationships, in learning to appreciate the aesthetic, in developing interests and skills which will carry over into post-college leisure time activities, and in understanding socio-civic problems?

4. Does the junior college make a conscious and concerted effort to provide suitable education for students who do not complete or who ought not to complete the usual program of courses?

5. How do current enrollments

correspond with the present course preferences of former students?

Minnesota junior colleges, like those in other states, as they reflect more and more the characteristics of community colleges will continuously seek to appraise their contribution to the field of post-high school education by answers to questions such as these. Follow-up studies like that for 1939-1941 will be supplemented by community, regional, and state surveys of technical and semi-professional training needs, by careful records of graduates in programs of further education, by careful appraisal of individual courses and curriculums, and by constant evaluation of auxiliary services such as guidance, placement, extracurricular activities, and health. Next steps in junior college education ought to take advantage of such self-study and soundly planned analyses of the needs which these institutions can fulfill. Tradition has not yet been established for junior colleges, but they have found favor with young people who have had first-hand experience with them as noted in this study.

Research Problems Preferred by Junior College Administrators

C. C. COLVERT

AND

H. F. BRIGHT

At the 1949 Summer Meeting of the Research and Service Committees of the American Association of Junior Colleges it was decided that another poll of administrators on preferred research should be made, similar to the one conducted by the Research Office in 1946.

In carrying out the project, a survey was first made of all research conducted by the Association since 1946. As a consequence of this survey, some problems included in the previous poll, where little or no work had been done on them in the interim, were repeated in the present one. Other problems included had been suggested by the various committees.

The second step was to set up a pilot questionnaire and to send it to the individual members of the Committees on Legislation, Administrative Problems, Teacher Preparation, Student Personnel Problems, and Curriculum and Adult Education. As a result of their comments, some changes were made in the questionnaire. During November it was distributed to all junior colleges in the United States.

Of the total number of forms sent

out, 213 were returned. Of these, eight arrived too late for inclusion in the tabulation, and thirteen were not used because of misinterpretations of the directions for executing them. Of the 192 institutions represented in the tabulated group, 88 fell in the 1-299 enrollment group, 73 in the 300-999 group, and 31 had enrollments of 1000 or more. With respect to type of control, 101 were local or district colleges, 14 were state-supported, and 77 were private. No important differences related to the above classifications appeared in the tabulation; consequently, they are not considered in the results given.

The studies listed were divided into five groups representing the several jurisdictions of the Research and Service Committees. For each group, the respondent was asked to do two things: (1) rank in order the five most important studies in the group, and (2) indicate for each study ranked the one of four indicated types of research which seemed to fit the study best. The four types of research given were (A) status or normative survey, (B) bibliogra-

phical, or survey of previous research, (C) evaluative investigation, and (D) experimental study. In all groups, the order of listing of the studies was determined by reference to a table of random numbers so that the preferences of the questionnaire constructor would not influence it.

Table I gives the list of studies in the order in which they were given in the questionnaire and the frequencies for each study of the various rankings assigned, together with the frequencies for the different types of research suggested.

Various methods may be used for deciding which of the studies listed are most important in terms of the responses given on the returned forms. In this case the studies were ordered according to three criteria: (1) number of times ranked first, (2) sum of first and second rankings, and (3) total number of times ranked. All these methods give results which agree closely. The reader may well assume that the number of first place votes given to a study is an adequate indication of its rank in the list.

In the section on legislation the three ranking methods agree exactly. *Regulation and accreditation of junior colleges* ranks far above the other studies. *Basic principles to be followed in developing state legislation* and *State aid for junior colleges* follow in the order named as may be seen from the table. Ranked at the end of the

list are *District organization of junior colleges* and *Amount and plan of distribution of general federal aid to education*.

Under Preparation of Teachers, *Techniques used by instructors* is of first importance. Second comes *Relation between type of academic training and excellences in teaching*. Studies of these matters exist in other fields, but little has been done at the junior college level. *Demonstration teaching* seems to be of least interest to junior college administrators in this group.

Public relations techniques and practices is an overwhelming favorite for study under administration. *Relationships among junior college boards, administrators, and faculties* is also of interest.

In the field of Student Personnel the *Organization and scope of the student personnel program* is of great interest with *Orientation programs* and *Procedures in counseling* coming next. *Practices and programs in terminal education* is of first importance under Curriculum and Adult Education with *Evaluative techniques* next.

A study of the complete table should give the reader a good notion of the relative values of the various studies considered by the junior college administrators responding. It is interesting to note that of the 4,608 possible votes on types of research, approximately 55 percent were left blank. Apparently, many administrators prefer

TABLE I—Research Studies Proposed for the American Association of Junior College. (The studies are listed under the Research Committees having jurisdiction. In each group, e.g. under each Research Committee, the studies are listed by rank according to the number of times each was listed as a first choice by the administrators responding in the poll, and the number of votes for each type of research is given.)

Study	LEGISLATION					Type ^a			
	1	2	Rank	3	4	5	A	B	C D
Regulation and accreditation of junior colleges	62	29	26	20	15	27	12	50	4
Basic principles to be followed in developing state legislation	38	37	30	20	17	16	18	53	6
State aid for junior colleges	32	28	23	26	17	35	11	29	4
Compilation by states of all legislation pertaining to junior colleges	25	25	26	24	23	57	16	10	1
Desirable state legislation	13	22	26	24	26	8	6	48	5
Amount and plan of distribution of general federal aid to education	12	22	24	16	29	24	11	27	2
District organization of junior colleges	10	16	15	22	24	21	10	15	6
PREPARATION OF TEACHERS									
Study	1	2	Rank	3	4	5	A	B	C D
Techniques used by instructors	42	43	25	22	15	29	6	26	8
Pre-service training programs	40	23	20	16	19	23	5	21	6
Relation between type of academic training and excellences in teaching	31	26	31	25	18	6	7	39	12
A study of the practice of rating instructors	25	28	29	25	21	23	8	24	8
Methods for encouraging advanced study by instructors	22	25	26	26	23	25	10	22	3
Other in-service training practices	18	21	22	24	18	26	6	21	3
A study of intervisitation practices among classroom teachers	10	14	14	13	26	10	6	18	9
A study of demonstration teaching	2	7	6	15	22	5	5	10	6
ADMINISTRATION									
Study	1	2	Rank	3	4	5	A	B	C D
Public relations techniques and practices	90	46	28	13	1	35	12	33	4
Efficient finance and budgeting procedures	37	49	42	31	1	26	12	34	4
Relationships among junior college governing boards, administrators, and faculties	34	37	40	43	3	29	13	23	3
Determination of building and equipment standards.	17	39	39	49	5	15	19	32	4

STUDENT PERSONNEL

Study

	1	2	3	4	5	A	B	C	D
Rank									
Organization and scope of student personnel program in the junior college	51	20	17	15	26	30	11	13	1
Outstanding freshman orientation programs and group guidance techniques	39	29	31	26	13	28	11	28	1
Procedures in counseling	31	21	26	11	18	16	10	19	7
Relation between type of personnel program provided and quality of educational program	23	16	19	17	13	1	0	33	11
College-Community programs of cooperative training	18	28	16	12	14	25	5	10	4
Check list for self evaluation of effectiveness of student personnel program	13	12	19	29	13	6	6	18	8
Use of tests, inventories, check lists, etc., in student personnel work	8	26	19	15	20	14	9	18	5
Placement and follow-up activities	4	16	18	32	25	17	10	14	2
Extra-curricular problems and programs	4	18	20	20	28	15	4	19	3

CURRICULUM AND ADULT EDUCATION

Study

	1	2	3	4	5	A	B	C	D
Rank									
Practices and programs in terminal education	76	31	17	22	8	33	10	24	4
Techniques for the evaluation of the college program both curricular and extra-curricular. Measurement of atti- tudes, appreciations, and values	39	23	33	24	28	7	9	42	12
Practices and programs in adult education	22	41	28	17	15	29	9	10	4
Measuring the results of teaching	20	33	25	32	22	6	6	28	21
The general educational background of students entering junior college	10	16	30	13	20	22	6	10	2
Work experience—its place and problems	7	13	21	30	24	9	4	26	1
Desirable size of classes	5	12	11	13	17	6	2	13	9
Economy of time in teaching	5	13	13	19	21	3	4	12	11

*The symbols "A," "B," "C," and "D" represent the four types of research as follows: (A) status or normative survey, (B) bibliographical or survey of previous research, (C) evaluative investigation, and (D) experimental study.

to leave the type of research to the research worker. A really large percentage, however, preferred to indicate the type of research desired, and it is perhaps noteworthy that over a third of this group voted in favor of evaluative studies.

Space was provided under each classification in the questionnaire for suggestions concerning needed studies. A number of interesting

albeit isolated suggestions were made. Since there is hardly room for discussion of these topics here, a list is being made up for distribution to the Research and Service Committees concerned.

It is expected that the results of this poll will be of value not only to committees of the Association but also to graduate students and others working in the field.

Junior College World

JESSE P. BOGUE

NATIONAL CONVENTION. The subject of greatest and most immediate interest in the junior college world is the forthcoming national convention at the Roanoke Hotel, Roanoke, Virginia, March 26-29. Indications are that it will be well attended from all parts of the country. Many administrators have stated they plan to bring their wives. Others have indicated that additional members of their staffs or faculties will attend. Some colleges in Virginia plan to close school for a day so that all members of the faculties may attend.

The program has been completed and appears to be one of the very best the conventions have ever presented. The keynote speaker will be one of America's greatest editors and historians, Douglas Southall Freeman of Richmond, Virginia. 1950 marks the 30th anniversary of the founding of the Association in St. Louis, Missouri. The Association is fortunate to have secured George F. Zook, President, American Council on Education, and the man who was instrumental in helping to found the Association, as the banquet speaker. All living past presidents of the Association are especially invited to attend the 30th anniversary session of the convention.

Other notable speakers will be: Robert B. House, Chancellor of the University of North Carolina, A. J. Brumbaugh, Vice-President, American Council on Education, Robert Graney, Director of Labor Relations, Kaiser-Frazer Corporation, Willow Run, Michigan. These men will present the Student Personnel Committee's program for the main session on Tuesday morning, March 28. Earl J. McGrath, United States Commissioner of Education, will address the closing session on Wednesday morning on the subject of *General Education in the Junior College*.

Programs for all sectional meetings have been completed: Francis J. Brown, Staff Member of the American Council, for Legislation; *Nursing Education in the Junior College*, the subject for consideration for the Curriculum Committee. (A special report of investigations by a sub-committee, chaired by Ralph Fields, Teachers College, Columbia University will also be given.) The Administration Committee will consider special problems relating to intercollegiate athletics with a panel made up from the National Junior College Athletic Association and representatives from the junior colleges. The Teacher Preparation Committee is

presenting William R. Wood, Director of the Evanston Township Community College, Evanston, Illinois, recently appointed Junior College Specialist for the U. S. Office of Education.

There will be music: Mars Hill College Choir, Mars Hill, North Carolina; Virginia Interment College Choir, Bristol, Virginia; Averett College Choir, Danville, Virginia; Shenandoah College Choir, Dayton, Virginia; and the Roanoke High School Chorus, Roanoke. There will be a trip to Washington and Lee University, Virginia Military Institute, a buffet dinner at Southern Seminary and Junior College at Buena Vista, and the viewing of the spectacular display, "The Story of Creation," at Natural Bridge. For delegates who wish to visit spots of great historical interest in Virginia, a special folder on the Old Dominion State has been mailed with the December *Washington Newsletter*.

Trade-Technical Junior College. An interesting development is taking place in the City of Los Angeles in the Trade-Technical Junior College. This school was the former Frank Wiggins Trade School, organized in 1925. On September 1, 1949, by action of the Los Angeles City Board of Education, it became the Los Angeles Trade-Technical Junior College. The action seems to be in line with a general movement in the United States to advance trade-technical education to the post-high school years. In a considerable number of junior col-

leges, this type of vocational education is not only being advanced into the 13th and 14th years of schooling, but the content of the programs is being transformed to a level of education described as semiprofessional. Greater opportunities are given in this plan for more related academic studies, more general education for personal, family, and civic responsibility, and the skills are learned at the time nearest their application. Indeed, in several cases, the skill training is on a cooperative basis with part-time employment in the trade or semiprofession to be followed after graduation. Basic to the thinking in the development at Trade-Technical is the concept that people who will devote their lives to industrial fields are entitled to all the benefits of advanced education for precisely the same reasons which apply to the education of any other group of citizens.

Wherever there is a good junior college in a community, it appears to be a trend of the times that vocational-technical education is made a division of the junior college rather than to have separate institutions organized for this purpose. Explorations to this end are in progress in a good many sections of the country. Fully developed, they could provide an answer to the need for the two-year programs of studies and training — one of the unique features of the junior college movement. The director of the Los Angeles Trade-Technical Junior College is L. G. Stier.

Rochester Guidance Clinic. During the 1949 Christmas holidays, the second annual guidance clinic was conducted by the Rochester Institute of Technology, Rochester, New York, according to an announcement by Leo F. Smith, Chairman of the Education Research Office. Junior colleges interested in similar projects may contact Dr. Smith for information on the program — the advantages and some of the pitfalls to be avoided. Six main steps were taken by each person who came to the clinic for interviews: preliminary interview, measuring interests, determining capacity, identifying special aptitudes and abilities, ability in reading and mathematics, and personality inventory. The final results were made into a graphic profile. A diagnosis of the student and his abilities based on the interview, high school record, tests, and inventory results was provided for the student and his parents. These results were made available for the follow-up counseling with the student and his parents.

Asheville - Biltmore Dedication. The dedication brochure of Asheville-Biltmore College, Asheville, North Carolina, is good reading for an understanding of the evolution of a community college enterprise. Ceremonies were held last November 13 and 15 at the new campus on Sunset Mountain in the beautiful buildings acquired in 1949 from the Overlook Estate. The new campus was occupied at the beginning of the college session in September.

Previously, the college had been housed first in a wing of the David Millard High School and later in a part of what had been a children's home. The new, and certainly impressive and beautiful, permanent campus and buildings will mean the college now has a brighter future than ever before. Several changes in the charter have been made during the years so that representation on the board of control is from both the City of Asheville and the County of Buncombe. Public funds are provided by the city and the county, and private gifts are added to these funds. The new campus was purchased by private subscriptions with a very generous gift from Mrs. Evelyn Seely of the City of Asheville. The President of the College is Glenn L. Bushey. The enrollment for the year 1948-1949 was 390.

Mason City Development. The *Junior College World* has been watching with a great deal of interest the development of the Mason City Junior College, Mason City, Iowa. This college was the first of its kind established in Iowa under public auspices, the date being 1918. More recently, the more traditional type of program has been supplemented with community interests and services. The newer program is based on a community survey and advisory committees. To show what is taking place: the enrollment in 1946-1947 was 117 students; in 1947-1948, it was 271; in 1948-1949, it was 458. For the current year, there are no less than

975 individuals enrolled in the classes of the college. This enrollment is based on an increase at every level of education: full-time day students, specials, adults, and extension classes in education. Clifford H. Beem is Dean of the junior college and has the fullest cooperation of the public school officers and the local community.

A movement is in progress now to provide the junior college with its own building. This will probably take place when new public school buildings have been completed. An interesting bit of history came to light recently in a story regarding the proposal to make use of the Roosevelt elementary school building for the junior college. This building was erected in 1902 by the Sons of Union Veterans with the aim that "every graduate should become a missionary to the country in patriotism." This college lived for six years only. Later its building was used by the local high school and more recently by the elementary school.

On December 6, 1949, an opinion was rendered by the Attorney General's Office of Iowa that should be of great significance to the public junior colleges of the State. In effect, the ruling states that public tax funds may be used in districts where junior colleges are located to supplement various aids to these institutions "provided that such use of public tax funds will not compel the school district to exceed the legal limits of its general fund budget."

With state aid secured at the last legislative session, with the recent ruling of the Attorney General's Office, with the junior college workshops, with the present state survey in progress, and with a new vision of what these institutions can really do as community colleges, we confidently predict that Iowa will show a rapid and great development in junior college education.

Estherville's Silver Anniversary. During the final week of last October, Estherville Junior College, Estherville, Iowa, celebrated its twenty-fifth year of continuous service to that community. Many former students, teachers, and citizens of the community attended the celebration. More than 25,000 people were present for one or more of the special affairs during the week. Among those present were many notables in educational and business circles including the President of the Rock Island Railroad, J. D. Farrington.

Nearly a year's preparation was devoted to the plans by N. E. Demoney, Superintendent of Schools and Walter B. Hammer, Dean of the Junior College. Less than \$1,000 was spent on the celebration. It would be of great interest to junior colleges if Mr. Hammer would write an article setting forth the steps that were taken for the celebration. There were parades, a queen, a football game, banquets, assemblies, and speeches. The fame of the celebration traveled to the people *via* the newspapers. In the

Estherville Daily News, there were no less than a dozen full columns of space with pictures, and a special advertising section of eight pages was devoted to the anniversary celebration. Papers in Des Moines, Sioux City, and in other cities carried stories about the College. A flattering, two-column editorial, which stressed the excellent record of the College and its great value as a community asset, appeared in the *Estherville Daily News*. Junior colleges everywhere will join in congratulations, even though somewhat belated, to Estherville and wish for continued success with even greater development in the next twenty-five years.

"*Pretty Good Politician*," with emphasis on the word *pretty*, is a good article for reading in *Collier's* for January 14, 1950. It is the story of Mary Shadow, lovely and spunky teacher of political science at Tennessee Wesleyan College, Athens, who whipped the old line Republican politicians in Rhea and Meigs counties for a seat in the General Assembly of the State. From reading the story, it would appear that Mary is the kind of dynamic, practical, as well as attractive teacher, needed in junior colleges. Miss Shadow was the only woman in the Seventy-sixth Tennessee General Assembly and carried through a number of measures for good government in the state. Reports indicate that she may now try for a seat in Congress from the Third Congressional District of Tennessee.

"*Planning Community Colleges*" is the head title to an eleven-page spread, illustrated, in the December, 1949, issue of *School Executive*. It is excellent publicity for the junior college movement. "Why Community Colleges are Necessary" by Robert Koopman; "When to Build a Community College" by James W. Reynolds; "Plant Facilities for a Community College" by Charles Bursch, Dow Patterson, and Ruel Taylor; "New York State Plans Community Colleges" by Alvin C. Eurich; "Something Has Been Added to Contra Costa County" by Drummond J. McCunn and O. J. Wohlgemuth are all articles of interest.

The James H. McGraw Award. Announcement was made on December 29, 1949, of the James H. McGraw Award in Technical Institute Education by the McGraw-Hill Publishing Company of New York. Bases on which the award may be made are stated as follows:

Although the committee will consider contributions of various types, such contributions will lie within the three categories of teaching, publication, or administration. It is expected, of course, that nominees for the Award shall be outstanding in all three categories. Nomination forms may be obtained from Secretary A. B. Brownell, Northwestern University, Evanston, Illinois. For the 1950 Award, send nomination forms to H. P. Rodes, Chairman, 130 Administration Building, University of California, Los Angeles, California. They should be mailed not later than March 15, 1950. The \$500 Award will be made next June at the annual meeting of the Society for Engineer-

ing Education at the University of Washington.

Southern Junior Colleges Accredited. The following junior colleges were accredited by the Southern Association of Colleges and Secondary Schools at the annual meeting in Houston, Texas, last November:

Bethel Woman's College, Hopkinsville, Kentucky
Bluefield College, Bluefield, Virginia
Brevard College, Brevard, North Carolina
Campbellsville College, Campbellsville, Kentucky
East Mississippi Junior College, Scooba, Mississippi
Midway Junior College, Midway, Kentucky, as a four-year institution, grades XI through XIV.

During the present year the following institutions will be surveyed for accreditation:

Christian Brothers, Memphis, Tennessee
Martin College, Pulaski, Tennessee
Presbyterian Junior College, Maxton, North Carolina

Salaries in Texas Junior Colleges. On December 19, 1949, C. C.

Colvert and James W. Reynolds, both of The University of Texas, published informative charts regarding salaries in Texas public junior colleges. The charts appeared in the *Texas Junior College Newsletter*, Vol. 6, No. 2, published at The University of Texas, Austin, and covered the years, 1943-1944, 1946-1947, 1948-1949, and 1949-1950. Trends indicated are most encouraging. For instance, teachers with the Ph.D. received salaries in 1943-1944 ranging from \$1,129-\$3,054; for 1946-1947, from \$2,380-\$4,000; for 1948-1949, from \$3,324-\$5,485; for 1949-1950, from \$3,999-\$5,485. Categories are given for teachers with the Master's degree plus 30 hours, for the Bachelor's, and so on. The range for presidents of junior colleges in 1949-1950 is from \$5,000-\$9,500. Information is supplied regarding salaries for deans, registrars, business managers, and librarians. Those who are interested in making a study of the report may obtain copies from Dr. Colvert.

From the Executive Secretary's Desk

JESSE P. BOGUE

THIS year, 1950, marks the thirtieth anniversary of the American Association of Junior Colleges. Generally speaking, it is also the Golden Anniversary of the junior college movement. Both periods are very short in respect to the life of an institution or a movement. Compared to senior colleges and universities, the junior colleges in point of age are still in knee pants. There is something in the blood of this husky youngster, however, born in true American atmosphere and of American parentage, that has caused rapidity of growth and strength far beyond the expectations of those who witnessed this birth.

At the beginning of the Twentieth Century, the colleges could be counted on the fingers of one's hands. Now, there are 647 of them. Fifty years ago, there were probably not more than a hundred students in junior colleges; now, there are nearly a half million. Then, there were not more than twenty teachers; now, there are over twenty-one thousand. With perhaps the exception of the public high schools, starting about 1900 and continuing until 1940, no other level of education has grown with greater rapidity. For the records of history, this writer predicts that

by the year 2000, there will be more than a million and a half students in junior colleges in these United States.

On June 30 and July 1, 1920, at St. Louis, Missouri, thirty-four persons interested in the junior college movement were called together by George F. Zook, then Specialist in Higher Education, Bureau of Education, now President of the American Council on Education. In opening the conference, Dr. Zook said in part:

It is a matter of common knowledge that during the last twenty years there have been formed a large number of national educational associations at which questions affecting the future welfare of our system of education have been freely discussed. Among the questions which have received no little consideration in recent years is that of the function and future of the junior colleges. The junior colleges have been commanding this attention because they have been growing tremendously. Up to this time, however, there has been no gathering of representatives from the junior colleges themselves at which the place and function of the junior colleges in our system of education have been discussed. Indeed, the junior colleges are practically the only large body of people concerned with a definite type of education which so far have not held any national conferences. It, therefore, occurred to the Commissioner of Edu-

cation and to me that it would be highly desirable for the Bureau of Education to call a meeting of representatives from the junior colleges of the country for a full and frank discussion of their mutual interests and problems. This, in brief, is the occasion for this conference.

Someone has remarked that the days of small beginnings should not be despised — a saying which applies with full force to the junior colleges. According to the financial records, thirty-four junior colleges paid annual dues in 1921 in the sum of \$10 each; now, dues paying members number nearly 475 institutions and organizations besides individuals who are sustaining members of the Association. The Association is at work now to bring the membership of junior colleges up to a full 500 for the thirtieth anniversary. Real progress is being made in this direction. More recently fifteen colleges have applied for membership, some of which have been established for more than thirty years.

Announcements have been made that the thirtieth anniversary will be fittingly celebrated at the national convention in Roanoke, Virginia, on the night of Tuesday, March 28, 1950. It is a great stroke of fortune that Dr. Zook, who was instrumental in founding the Association, will attend and deliver the anniversary address just as he did in 1940 when the twentieth anniversary was celebrated in Columbus, Missouri. The Association should turn out in full force to do honor to this great man whose

friendship and leadership have been a constant light on the path of junior college progress.

An especial invitation is extended to all living past presidents of the Association to attend the anniversary session at Roanoke. It is well to recount here the names of these leaders who have given their services to the cause of junior college education. The presidents of the Association have been as follows:

1920	James M. Wood
1921	David McKenzie*
1922	George F. Winfield*
1923	James M. Wood
1924	James M. Wood
1925	Louis E. Plummer
1926	H. G. Noffsinger
1926	Lewis W. Smith
1928	Edgar D. Lee
1928	J. Thomas Davis
1929	John W. Barton*
1930	Jeremiah B. Lillard*
1932	Richard G. Cox
1933	Arthur Andrews
1934	A. M. Hitch
1935	E. Q. Brothers
1936	Robert J. Trevorrow*
1937	W. W. Haggard
1938	Katherine M. Denworth
1939	Nicholas Ricciardi
1940	Byron S. Hollinshead
1941	Clyde C. Colvert
1942	James C. Miller
1943	John W. Harbeson
1944	Jesse P. Bogue
1945	Roy W. Goddard
1946	Lawrence L. Bethel
1947	Rosco C. Ingalls
1948	Eugene S. Farley
1949	Leland L. Medsker
1950	Curtis Bishop
	*Deceased

Five secretaries have served the Association during its thirty years: Martha M. Reid, 1920-1922; Doak

S. Campbell, 1923-1938; Walter C. Eells, 1939-1945; Winifred R. Long, Acting secretary, 1945-1946; Jesse P. Bogue, 1946 to the present time.

Of far greater significance than external growth, however, has been the maturing philosophy of the junior college movement. Originally conceived as essentially parallel to the lower division of senior colleges in its functions, it has expanded into a robust movement designed to meet the ever-increasing needs of students whose formal education will end with junior college graduation. Moreover, the needs of all adults in the community who can profit by the offerings of the college have characterized the programs of a large number of colleges during the past dozen years. Continuing education, extended day and evening college, has been witnessing remarkable growth. Today, junior colleges still provide university parallel instruction to an extent that enrollments in some senior institutions have been almost completely reversed from former records. In the College of Engineering, for instance, at the University of California, Berkeley, junior college graduates have stood the pyramid of traditional enrollment figures by classes on its head—only a few hundred students in the freshman and sophomore classes, but well above the thousand mark in each of the two upper-division classes.

As profoundly as the junior college is affecting senior institutions

in some sections of the country, other lines of development are even more significant. The increasing stress on semiprofessional vocational and technical education at the 13th and 14th years of school is destined to change basic structures in public school organization in the years to come. It is well on its way. It may be seen, for instance, in the emerging community college master plan for New York State; in the new million dollar Engineering-Technical Building at San Bernardino, California; at Grant Technical at North Sacramento; in Los Angeles Trade-Technical Junior College; in Los Angeles Harbor Junior College, Wilmington, California; in the Clarence W. Pierce Agriculture School at Canoga Park, California; at North Idaho Junior College; and at many other places throughout the country.

Moreover, junior colleges are showing greater interest in the development of general education—the offering of broad areas of learning in communications, social science, life science, physical science, and the humanities. The present \$30,000 grant for the general education studies in California is only one indication of this increasing interest. (See *Junior College Journal*, January, 1950) While many junior colleges are still bound by the traditions of the surrounding senior colleges (they disclaim this binding), vast numbers are showing a growing dissatisfaction with the mere traditional liberal

arts programs and are restive to be on their way for something more in keeping with the essential needs of the present day. Somewhat unique in educational planning is the concept that vocational and general education may be integrated in a single program at the junior college level.

Only yesterday, a young man came to the Desk seeking advice on how to develop a junior college he will administer beginning in the fall of this year. It will be a new institution. "It is dangerous," said the writer, "to say that any one phase of the college is the most important. However, risk may be taken in saying that your student personnel services are just that. If you fail at this point, you can't have a good junior college. Because

you have asked for advice, we shall be compelled to say that continuous counseling, guidance, and follow-up services to the individual student should be ranked among the functions of first and greatest importance in your college."

And so the junior college movement does *move*, in external expansions and in the distinctive services which it provides for thousands of young men and women and for adult workers in the communities of the country. Not only in this nation, but also in Canada, Brazil, Cuba, Puerto Rico, Alaska, the Canal Zone, Greece, Lebanon, and in Japan, where a hundred junior colleges have been established during the past few months, does the movement really move!

Notes on the Authors

JEAN ELVINS SCOTT

This month's editorial, *Are Broad Offerings A Weakness?* was written by EUGENE B. CHAFFEE, President of the Boise, Idaho, Junior College and current Vice-President of the American Association of Junior Colleges. In his article, Dr. Chaffee has gone into one of the most timely and interesting topics facing those interested in the philosophy of junior college education and curriculums.

WILLIAM RANSOM WOOD, recently appointed Specialist for Junior Colleges and Lower Divisions in the Division of Higher Education of the U. S. Office of Education, writes of his experiences with student activities while Director of the Evanston Township Community College in Illinois. His article, *Student Activities in a Community College*, should prove of considerable interest and help to other junior college teachers and administrators working with student activity programs.

MAX D. ENGELHART, Director of the Department of Examinations, Chicago City Junior College, has reported a most newsworthy article in this issue of the *Journal*. His *Examinations to Facilitate Transfer of Junior College Graduates to Senior Colleges* describes the new series of tests to

be given this year and gives information concerning applications to take these tests which may be required for admission by some senior colleges in the near future.

Funds for a study of satisfaction among former students of Minnesota public junior colleges were provided by the Minnesota Commission on Higher Education and the Committee on Institutional Research of the University of Minnesota through the University Bureau of Institutional Research. Results of this study are reported in *Former Students Evaluate Minnesota Public Junior Colleges* by Robert J. Keller, Associate Director of the Bureau of Institutional Research and Associate Professor in the College of Education at the University of Minnesota. The article points up interesting facts which can be disclosed through such a follow-up procedure.

The Measurement of Student Adjustment and Achievement has been reviewed for *Judging the New Books* by L. A. RUTLEDGE, who is currently doing graduate work in junior college education at The University of Texas. Mr. Rutledge formerly served as Dean of Fort Smith Junior College, Fort Smith, Arkansas.

Recent Writings

JUDGING THE NEW BOOKS

The Measurement of Student Adjustment and Achievement. Edited by: Wilma T. Donahue, Clyde M. Coombs, and Robert M. W. Travers. University of Michigan Press, Ann Arbor, Michigan, 1949. Pp. xiv + 256. \$3.75.

THE editors are also contributors to this volume along with twelve other specialists and practitioners in the field who presented papers at a Conference on the Measurement of Student Adjustment and Achievement which met at the University of Michigan, June, 1947.

The Conference, sponsored by the Bureau of Psychological Services, was designed to disseminate current scientific information among educators and guidance workers and to raise and discuss pertinent problems.

The fifteen papers comprising this book represent the most recent practices and discoveries in research and deal with the following five aspects of guidance: *A Review of the Guidance Movement; The Means, Personnel, and Technique Used in the Measurement of Adjustment; The Trends, Tools, and Types of Measurement of Achievement; Recent Study and Research on the Prediction of Success; and Proposals for Research Programs for the Future.*

The authors point out that in order to grasp the scope and significance of this area of school administration, it is necessary for the old concept of "guidance and counseling" to be revised and included in a more comprehensive service called *student personnel work*. This involves not only just a change in name but an extension of services to the students that will include with counseling, registration and admissions, financial aid, employment, supervision of dining halls and dormitories, supervision of student activities, orientation, health services, and maintenance of personnel records. They also point out that we must move from the idea of the simple casual counseling of individuals to a complex program of interrelated services directed by specially-trained personnel.

In the report of a personality survey of 930 junior high school pupils, data were secured on each pupil for eight different factors. These factors were (1) Age, where it was assumed that the younger a child is in relation to his class the better adjusted he would be in the school, (2) Vocabulary, assuming that a pupil with a higher vocabulary score is better adjusted, (3) Paragraph comprehension or reading ability, (4) Pupil questionnaire which determines pupil at-

titudes and feelings about himself, (5) Teacher rating—accomplished by having teachers name pupils who have certain characteristics in an outstanding degree, (6) Sociometric, where pupils are asked to pick out members of their class who have certain characteristics, (7) Attendance records, and (8) School marks—averages taken of the four or five major subjects.

Each of the eight variables was turned into deciles, and the median was determined. This gave a single figure to indicate the average level of a pupil's adjustment in the school.

Subsequent case studies in this same school indicated the effectiveness of the survey in picking out those pupils showing scholarship, leadership, and good social relations, and also in detecting those who had a poor school record and personality or behavior problems.

A timely warning is given with regard to the use of tests in the guidance program. The practice of "testing for the sake of testing"—where the results are carefully filed, no attempt is made at evaluation or interpretation, and no provision is made for the dissemination of pertinent information to counselors and faculty—has been and still is too prevalent. It is pointed out here also that too little attention is given to the selection of tests in terms of whether or not a particular test will measure the areas for which it is given. Edgerton states it is of the utmost im-

portance that the measuring devices used must be justified by improvement in the guidance program in terms of economy, objectivity, reliability, and validity.

There is revealed a growing interest in projective tests. Although they tell us little about aptitudes and talents, these tests are becoming widely used in evaluating the relationship of the individual's personality to his vocational problem, in the diagnosis of neuropsychiatric individuals, and in predicting the outcome of therapy.

Most widely used of this type of test are the Rorschach Psychodiagnostic, or ink-blot, Test; the Thematic Apperception Test; and the Bender-Gestalt Test.

The problems of scoring and interpretation are quite acute for this type of test and require the services of skilled and well-trained personnel.

In view of the acknowledged paucity of effective guidance programs in junior colleges, teachers, counselors, and administrators should note with appreciation the efforts of the authors of this volume to raise the guidance program and those connected with it to the level of professional respectability and their suggestion of a specific training program to prepare those who expect to do guidance work. At the undergraduate level, knowledge is emphasized in the sciences (biological, social, and physical), humanities, education, and psychol-

ogy. At the graduate level of training, they propose that emphasis be on the acquisition of methods and skills such as: interviewing and records, testing, projective and remedial techniques. Supervised case studies are recommended to give experience to the student who is to become a counselor.

A review is made of the change of emphasis in testing, particularly achievement testing. Reference is made to those who have pioneered in this field. The major trend seems to be from tests of *information* to appraisal of *understanding*. We are warned, however, that this trend should not result in the exclusion of tests which are designed to measure the knowledge or available skill of the student. Responsibility for this fundamental trend in achievement testing is attributed both to the purposes of testing and the basic philosophies of curriculums.

There is evidence of a boost in the use of large-scale achievement testing over the country as a whole. However, in some areas, such as in New York State, where extensive use has been made of this type of test throughout all grades, a reduction is shown. It is charged that these tests tend to restrict the curriculum and often also instruction, particularly in secondary schools when colleges use the results to determine college entrance. There are two problems mentioned here connected with testing that seem to be worthy of special note: (1)

the use of certain achievement tests in primary grades may be harmful, and (2) the encouraging trend toward the use of large-scale achievement testing programs at the beginning of school in the fall. Of particular value is the test which yields fact scores related to specific improvable skills.

Although considerable importance is placed upon the training and use of specialists in testing, the role of the teacher in this respect is recognized. Some tests must be administered and interpreted by specialists, but it is pointed out that it is the teacher who is in the best position to help the student profit from evaluation. The teacher, then, must have a knowledge and appreciation of tests and must know how to evaluate and interpret them. A word of caution is inserted to advise against the casual use of standardized achievement tests. It must be kept in mind that national norms tend to represent 'averages' which are considered not adequate as goals for achievement.

It is suggested that one of the most significant contributions teachers can make, other than that mentioned previously, is the test designed by the teacher to fit a specific classroom situation.

Another type of test is dealt with at length—the so-called diagnostic test. Although the use of this test requires certain clinical techniques, many well-trained classroom teachers have come to rely upon it to

reveal certain weaknesses. The criteria given of a good diagnostic test are validity, reliability, comparability, intercorrelation, and number of comparable forms. For the last mentioned—comparable forms—it is suggested that four forms be available so testing may continue throughout the teaching period. This is particularly important in remedial teaching. Traxler also points out that “an urgent need in the field of remedial work is for diagnostic tests and instructional materials which are planned to be used together”

Rather extensive reports are made on the past efforts to predict academic success and success in life. A review of some of the most significant findings may be summarized as follows: intelligence tests are superior to subject matter tests in predicting academic success in the secondary school; socioeconomic status and low incidence of physical defects are correlated with success in high school; the best single measure for the selection of a college is a student's average grade in high school, while the professional fields should combine a measure of special aptitude for the field; college entrance requirements that specify certain high school credits bar as many superior as inferior individuals and admit as many inferior as superior ones; counselors have tended to overlook the importance of certain non-intellectual factors in predicting academic success.

That there is a relationship between academic achievement and subsequent success in life is attested to from various sources, including *Who's Who in America*. One of the main difficulties is that there is no universally accepted definition of success. Trout concluded that, for college students, grade scholarship, campus leadership, and early graduation are—in that order—the most significant general indices of success in business.

The charge is made that both the schools and the nation as a whole are responsible for the aristocratic and autocratic survival of our European antecedents who remain in our schools. There is evidence that certain democratic practices are beginning to appear in education stressing social effectiveness rather than academic status as the motivating factor.

The charge is made that guidance is a negative and corrective process—a compensation for the deficiencies of our education program—dealing mainly with the end results of a long series of mistakes made by parents, the school, society, and the child himself. Guidance should be positive and constructive; and our plans, study, and research in the future must make it so.

Programs proposed for the future will provide a more reliable and comprehensive interpretation of tests to be used in guidance. Eight considerations are set forth by which this may be accomplished.

The ideal guidance program must not only indicate the goal the individual should try to attain, but it should be certain the path on which he is put is one which will permit its attainment. Perhaps, in acquiring the facilities that will foster this attainment lies our greatest challenge.

L. A. RUTLEDGE

Selected References

H. F. BRIGHT

LELAND P. BRADFORD, "Leading the Large Meeting," *Adult Education Bulletin*, XIV (December, 1949), 38-50.

In this article the Executive Secretary of the Department of Adult Education presents an analysis of the problem of handling large meetings which should be of value to all educators. A large meeting is defined as one in which 100 percent audience participation cannot be insured by ordinary methods.

Most meetings have as a purpose either individual learning and problem solving, or group learning and problem solving. Their effectiveness should then be evaluated in terms of success in accomplishing one of these purposes rather than in terms of such factors as the charm of the speaker or the emotional "uplift" derived from the meeting.

In the usual luncheon club meeting even the best of talks can be expected to affect the future behavior of only a few of the listeners. The usual situation only results in reinforcement of some or all of the following reactions.

The audience phenomenon. The typical manifestation of this is one of passive listening. One comes to be stimulated or entertained, not to enter into an activity.

The anonymity phenomenon. Individuals react alone if at all and feel no responsibility for the successful conduct of the meeting.

The identification phenomenon. With speakers of great charm, identification rather than urge to action takes place.

The rejection phenomenon. Often the reaction to a speaker's attempt to urge action is one of rejection. Since the audience does not participate, the speaker too often knows nothing of this.

The non-participation phenomenon. Lewin's researches have shown that lectures have little effect upon action until the audience participates actively in discussions.

The one-way communication phenomenon. The speaker has no chance to get at the reactions of his audience and has no way of fitting the talk to their needs.

It is quite obvious that if these phenomena are to be corrected, a re-planning of most meetings must take place. In considering the conditions vital for effective meetings contemporary students of the problem have arrived at certain fundamental conditions for success.

Adequate physical setup. Acoustical efficiency, the reduction of psychological distance and comfort are necessary.

Adequate Communication. Efficiency in all the factors of intercommunication is essential.

Complete audience participation. Every member of the group must be thinking actively if not participating verbally.

Consensus. At strategic points in

the discussion there must exist substantial agreement as to the nature of the problems under consideration.

Evaluation of effectiveness of the learning process must take place throughout the process.

In addition to considering methods of achieving the above conditions, the planner of effective meetings must consider the steps which must be logically followed in the meeting. These steps are given by this author as:

- Problem census, selection, and definition
- Problem diagnosis
- Information getting
- Decision making
- Solution testing
- Strategy and action planning
- Commitment and reinforcement
- Follow-through

Not only must these steps be considered but they must be considered by the members of the group as well as by the leader.

Varied Methods and Techniques

As indications of how more valuable meetings may be developed, Bradford has presented three case studies as illustrative of the techniques.

Case 1. A meeting called to consider the formation of a community adult education council. Leaders of all community groups were present, and a speaker was brought in from a city in which a successful adult education council had been operating. In order to secure participation, the following plan was adopted:

1. The leader of the meeting made a brief statement outlining the problem and pointing out the dangers of too easy acceptance of the plan used in another community.
2. The audience was divided into listening teams with the responsibility of considering the speech with respect to a particular question.
3. After the speech each team was divided into four "Buzz Sessions" for a ten minute discussion. A reporter was elected by each group.

4. A panel was selected by random selection of one member from each listening team, and it discussed the problem with the visiting expert.
5. Rating sheets on the meeting were passed out to all members.

Case 2. A certain high school was considering the development of a functioning student organization. Factors involved were interest upon the part of a new principal and transfer students on the one hand and the memory of the failure of the last attempt in the minds of some teachers and senior students on the other hand. In an effort to arouse total student interest a meeting was planned.

1. The principal opened the meeting with a brief statement of interest in the object of the meeting and with an outline of the next steps to be taken.
2. Two anonymous recorded interviews discussing the project — one of a teacher and one of a student — were played to the group.
3. A panel of five persons (one for each class, one representing teachers, and one representing counselors) was brought to the stage. Each had interviewed five members of his group and in his turn was interrogated on the stage by the principal and the president of the senior class. The interviews were recorded.
4. The audience was broken into *buzz groups* to discuss the matters of amount of interest in the project and possible steps to be taken.

Case 3. This case involves a series of parents' meetings regarding parent-child relationships. The subject for the meeting in question involved problems of discipline. Parents had written out problems they faced. These were classified into five major problems, and the meeting was planned and carried out.

1. The summarized list of categories was presented by the leader at the beginning of the meeting.
2. A scene illustrating a major problem was enacted.
3. The audience was divided into four teams to observe critically from four angles: identification with the parents, identification with the child, determining the major mistake made by the parents, and indicating what had been done well by the parents.